

CURRICULUM JOURNAL

VOLUME 11: NUMBER 1

JANUARY, 1940

NEWS NOTES

Nominating Committee Appointed.

In accordance with the first amendment to the constitution, Doak S. Campbell, Chairman of the Executive Committee, has appointed a Nominating Committee consisting of G. W. Rosenlof, University of Nebraska, Chairman; S. E. T. Lund, University of Tennessee; and Harold C. Hand, Stanford University. At the February meeting of the Society two new members of the Executive Committee will be elected to replace Ralph Russell and Prudence Cutright, whose terms expire. According to the constitution, the retiring members are not permitted to succeed themselves. The constitution provides that the Nominating Committee shall draw up a ballot of not fewer than forty nor more than sixty names consisting of, approximately, one-half field workers and one-half college workers. The ballot will be mailed to all members of the Society before the February meeting of the Executive Committee.

Conference on Virginia Program. The Virginia State Department of Education sponsored a state-wide conference at Farmville on the program for improving instruction, December 7, 8, and 9. About eighty delegates, including teachers from primary, upper-grade, and secondary schools, superintendents, principals, supervisors, col-

lege teachers, and representatives of various divisions of the state government, participated in the discussion that centered around three main headings: 1. point of view of the Virginia program; 2. aims and evaluation of the Virginia program; and 3. procedures of the Virginia program. A summary of twenty recommendations for next steps for the improvement of the program of instruction had been collected at a previous supervisory conference in April, 1939. These recommendations, along with others from the participants in the Farmville conference, were used as points of departure in the discussion groups into which the members organized themselves at the beginning of the conference. Dr. Sidney B. Hall, State Superintendent, and Dr. Charles W. Knudsen of George Peabody College addressed the conference on its opening day. The latter stayed throughout the conference to act as consultant to the various groups working on the problems around which they had decided to center their interest.

Washington Curriculum Commission.

During the current year, the Washington Curriculum Commission, of which C. Payne Shangle is chairman, will again be active in promoting critical study of the work of the schools in the state. It will continue to emphasize the need for teacher participa-

tion in curriculum revision. The Commission will continue to organize regional areas. It recently invited groups of commercial teachers and language teachers to meet for the purpose of discussing problems confronting teachers in these fields. The Commission hopes to stimulate state-wide interest through its regional organizations. The official publication of the Commission will continue to bring to the subscribers news of curriculum activities, accounts of experiments, examples of units of work, and reports of the regional committees. The activities of the Commission are financed through the revenue from subscriptions to the *Washington Curriculum Journal*.

1

The Ohio Secondary School Curriculum Study. This study is sponsored by the Ohio High School Principals' Association with the cooperation of the colleges and universities of the state. The institutions of higher education have given the participating schools freedom to depart from prescribed patterns of preparation for college entrance without jeopardizing the chances of their students for admission. This agreement covers a period of ten years. It is expected that the participating schools will use the school year 1939-1940 to study the needs of the young people in their communities in preparation for curriculum changes that will be inaugurated in September, 1940. Each school, as a result of a study of its community, will determine the changes that should be made, but all of the schools will have assistance from the Central Committee, the State Department of Education, and the colleges of the state.

The following schools are included in the project: Ashland High School, S. F. Jameson, principal; DeVilbiss High School, Toledo, Merrit Nauts, principal; East High School, Akron, A. J. Dillehay, principal; Fairfield Township School, R. F. D., Hamilton, R. E. Augspurger, superintendent; Fairmont High School, R. F. D., Dayton, J. E. Prass, principal; Pasadena Consolidated, Dayton, contributing junior high school, Rose E. Miller, principal; Harvey High School, Painesville, A. L. Baumgartner, principal; Jackson High School, O. H. P. Snyder, principal; John Adams High School, Cleveland, E. E. Butterfield, principal; Nathan Hale Junior High School, Cleveland, contributing junior high school, A. T. Carr, principal; McGuffey High School, Oxford, J. H. Coleman, principal; Ottawa Hills School, Toledo, F. W. Brown, principal; Russell Centralized Schools, Novelty, C. L. Rice, principal; Sandusky High School, Wayne C. Blough, principal; Shaker Senior High School, Shaker Heights, R. B. Patin, principal; Shaker Junior High School, contributing junior high school, Russell Rupp, principal; University School, Ohio State University, H. B. Alberty, director; Woodrow Wilson High School, Youngstown, G. W. Glasgow, principal; and Wooster High School, Vernon J. Smucker, principal.

It will be noted that there are representatives of different types of communities and schools—small rural, larger consolidated, small city, medium-sized city, suburban, and large city schools.

Curriculum Development in Northbrook, Illinois. An in-service training program has developed from the five-

year curriculum program in this Chicago suburb according to N. E. Watson, Superintendent of Schools. During the first two years definite study outlines were used by students, teachers, and parents in both elementary and secondary areas. Study groups on the faculty and among the parents served to orient both groups in modern philosophies and ideals. The third year marked definite experimentations by each teacher. This served two purposes—to give experience in experimentation and to solve existing problems. This year committees have been organized by the faculty on a definitely cooperative basis for work in several areas: Aims and Purposes, Scope and Sequence, Evaluation, Guidance. The Aims and Purposes Committee will make its report first and upon the cooperative decisions of the group will be based the work of the other committees. Northbrook, a twelve-year school unit, is basing its work upon the needs of its children and is hoping for a unique development to meet those needs.

Detroit Secondary Teachers Discuss Problems. Teachers and administrators of Detroit Secondary Schools (intermediate, high, and technical and vocational) met recently to discuss significant problems in secondary education. Approximately 2,600 teachers divided into four groups of 650 each, and each group divided into discussion sections of approximately thirty persons each. Group meetings were held in the auditoriums of Central High School, Western High School, South-eastern High School, and Hutchins Intermediate School, and section meetings were held in the various rooms of the respective buildings.

Two group meetings were arranged, and two meetings of discussion sections. At the first group meeting the purposes and plans for the conferences were presented and general problems in secondary education were pointed out. The group meeting was followed by section meetings at which chairmen and secretaries were selected, and teachers and administrators listed and discussed problems needing solution in secondary schools. The final conference consisted of reports by chairmen of the respective sections, and appraisal by the participants. A summary of the thinking of secondary school personnel with respect to current problems in Detroit secondary schools will be forthcoming from these reports and the written reports of the section secretaries.

Some of the problems which received considerable attention were: developing understanding and cooperation among elementary, intermediate, technical and vocational, and high school teachers; student guidance problems, including courses, vocational guidance, character education; home-room problems, etc., problems relating to grouping and marking students; democracy in education and teaching of democratic ideals; social studies teaching as related to war, economic conditions, etc.; aims and objectives of secondary education to meet needs of all types of students; developing better relationships between the parents and the schools; and many others which will be summarized and published.

Commission on Resources and Education. The National Education Association and the Progressive Education Association have joined in sponsoring

a Commission on Resources and Education. The Commission will also include representatives of the United States Office of Education and the National Resources Planning Board. The General Education Board has made a substantial grant for a preliminary project in the building of an educational program essential to an effective use of our human and physical resources. The Commission is planning to establish summer institutes and workshops in two regions: Pacific Northwest and Southeast. The Pacific Northwest Planning Commission will cooperate in this project. The staff will include four experts in planning and three educators. The student body will be one hundred twenty selected teachers. In addition to the workshop, five institutes, of approximately five days each, will be held at five centers of higher education. In the Southeast Region the major cooperating agency will be the Southern Association Commission on Curricular Problems and Research. The exact plans are now in the process of formulation.

Florida Program to Embrace Additional Cooperating Schools. Beginning with the fall of 1938 the State Department of Education, as a part of the Florida Program for the Improvement of Schools, secured the voluntary cooperation of six secondary high schools located in various parts of the state for the purpose of studying with them various ways and means of enriching their school programs. The principals and entire faculties of these schools attended the Florida Workshop this summer and made plans for an improved curriculum in each of the schools. In line with the long-time

plan of the State Department of Education additional cooperating schools will be added to the program during the school year 1939-1940. While last year's schools were assisted through the University of Florida, both the University and the Florida State College for Women will participate in the program this year. Further, both secondary and elementary cooperating schools will be engaged in planning better learning experiences. A series of planned faculty meetings will be held in all of the cooperating schools during the coming months, for the purpose of planning the summer program.

School Excursions. In order to provide channels for communication among teachers especially interested in the use of school excursions and other direct utilization of community resources, a group of teachers in Chicago has been taking the first steps towards the formation of an organization of those with similar interests. Last summer a form letter was sent to a representative group of educators who were interested in school excursions. The consensus of replies to the letter indicated that there was need for a group which would engage in such activities as: publishing a bulletin containing information on the successful use of various types of school excursions; helping to arrange long-distance excursions; stimulating and coordinating efforts for the improvement and evaluation of school excursions.

A tentative national planning committee has been set up and will hold a meeting under the auspices of the Society for Curriculum Study at St. Louis in February. Those interested

in this project are urged to write to President John A. Bartky, or Dr. William W. Wattenberg, Chicago Teachers College, 6800 Stewart Avenue, Chicago, Illinois.

Curriculum Study in a Detroit Intermediate School. The staff members of the Jefferson Intermediate School of Detroit, Michigan, are working on a project for the coordinating and the correlating of the curriculum. This project has been under way over a period of eight months. There has been a distinct growth in knowledge of what the other teacher is attempting to do in his class or department. Each teacher has gained a greater understanding of the purposes of education in the secondary school. The plans for this year call for the agreement on a working philosophy and objectives for our school, the completion of the *cooperation charts* which show the possibilities for service among the different subjects, and the continuing of a community survey which was begun in part last spring.

The Story of Lincoln School. The dynamic role of education in a democracy is the keynote of a new illustrated monograph, "A School for the World of Tomorrow," by Agnes DeLima, well-known author and journalist. This story of living and learning in the Lincoln elementary school was made in cooperation with the teaching staff, and will be followed by a parallel publication on the Lincoln high school. The monograph is designed to answer two questions: first, just what do children do in a progressive school like Lincoln; and second, what

is the philosophy behind it? After tracing the history of the school and the evolution of its techniques, it presents a graphic picture of the school's activities, together with a critical analysis of its function in contemporary society. Photographs illustrating work in dramatics, the arts, mathematics, transportation, and other fields supplement the text.

Study of Reading in General Education. The Study of Reading in General Education approved late in 1937 by a Committee of the American Council on Education and carried forward by a committee through a grant from the General Education Board is now complete and ready for publication. At a recent meeting of the committee plans were made for the preparation of a report of findings which might serve as a source of information to research agencies, curriculum specialists, and to school officers and teachers. The report will be about 450 pages in length and will be issued as one of the publications of the American Council on Education.

Curriculum Projects in Beloit (Wisconsin) Schools. The superintendent, Victor F. Dawald, reports that the schools of Beloit have recently put a new program of primary social studies into operation. Many of the learning units are drawn from the life of the community. A new course in industrial arts has recently been developed which places emphasis not only on the development of skills, but also upon information related to them. A community survey has been in progress during the past year and a half. A tabulation and analyses of returns is now in progress.

Vacation Activities and the Curriculum. Wells High School of Chicago, Illinois, during the past summer initiated a program for systematizing vacation activities and relating them to the school's core curriculum. The planning of activities prior to summer vacation had been carried on somewhat informally since the beginning of the core program, but experience indicated the need for more specific procedure in this area. Accordingly a form was developed embodying the pupil's proposed schedule of activities for the summer with provisions for stocktaking on return to school.

The divisions of the planning form are organized under the areas of living on which the core curriculum is based. These areas are *Leisure Time*, including hiking, cycling sports, listening to radio, fictional reading, and the like; *Health*, comprising such activities as medical and dental care and following special diets; *Intellectual Living*, including such practices as home study projects, attending summer school, trips to museums, and nonfictional reading; *Social Relationships*; *Economic Consciousness*; and *Ethical Character*.

The stocktaking took place during a twenty-minute individual conference of pupil with homeroom teacher in the fall. The values noted were: 1. provided an initial stimulus for worthwhile use of leisure time; 2. invited pupils' attention to a greater variety of activities; 3. assisted in carrying out

a well-rounded program of development; 4. provided occasions for informal contacts between teachers and pupils; 5. provided bonds between home and school; between vacation and school activities.

Yearbook on Teacher Education. The forthcoming yearbook of the John Dewey Society, scheduled to be published on January 15, 1940, will be entitled *Teachers for Democracy* and will deal with problems of educating teachers. The authors of the Yearbook are primarily concerned with problems arising from new school emphases and resultant qualifications required for successful teaching.

Brief Items. Witt Blair has recently assumed the duties of Curriculum Director for the Fort Smith, Arkansas, elementary schools. * * * Warren W. Knox was recently appointed Director of the Division of Secondary Education in the New York State Education Department. He will have charge of the instructional program and curriculum development in the secondary schools of the state. * * * Wilhelmina Hill, formerly Associate Editor of *Scholastic* magazine, has recently become Assistant Professor in the Department of Education at the University of Denver and Director of a new Elementary Education Workshop.

TEACHING SOME PRINCIPLES OF DEMOCRACY

By FREDERICK PISTOR
Hunter College, New York City

THE MODERN school must prepare its pupils for active participation in a democratic society. This society has a number of underlying principles which distinguish it from others. Some of these principles may be stated as follows: 1. In a democracy all of the people have abundant opportunity to choose. 2. They choose in all kinds of matters—important and unimportant. 3. They learn the importance of choosing wisely by being held responsible in some way for their choices. 4. People differ in their choices. We must not only tolerate such people and their ideas, but we must learn to understand them. 5. Only by listening to others and learning from them can we improve our own ideas.

In the better schools children are learning democracy by practicing it in everything they do. Educators are beginning to realize that such practice involves a number of psychological and social skills that cannot be acquired by the pupils through mere reading of textbooks or learning of lessons. Thus in some schools a series of purposeful activities is encouraged in which the children slowly but steadily learn the various democratic processes as they are needed in carrying out the activities.

1. *Provide Abundant Opportunities for Choosing.* A school program which is to provide for this very important principle of democracy must be a liberal one in which there are many opportunities for frequent pupil choices. The schools of America differ widely in their programs. Some consist of the old-type subject curriculum, some of schemes to correlate or fuse subject

matter, some of fewer but broadened subject areas, and others of the experience curriculum. It is believed that some of these programs excel in the opportunities they offer for free pupil choices. The experience curriculum, for example, is often considered superior because it is built almost entirely on pupil-selected enterprises. It is difficult, however, to maintain that a given community is teaching its boys and girls to live democratically because it has a certain type of curriculum. In a recent field study¹ of the activity program in operation it was found that classroom practices in activity schools vary greatly and that often a so-called experience curriculum is nothing more than a series of school- or teacher-prescribed activities through which the children must go in order to learn a list of facts printed in the course of study. This, of course, is not an inherent weakness of the experience curriculum, but a report of its misinterpretation and misuse in certain schools. The adoption of a different type of curriculum does not guarantee an increased frequency of pupil choices. It may, however, be a first step toward freeing teachers and pupils so that they can begin to learn how to choose more wisely.

2. *Determine Important Things Through Pupil Choices.* Defenders of the most traditional curricula will claim that their pupils are permitted to choose. Further questioning reveals that under the most dictatorial systems children may choose the colors

¹Pistor, F. *Spotlighting Activity Programs.* Childhood Education. Part I, November, 1938. pp. 122-126; Part II, February, 1939. pp. 272-278.

for a piece of art work, the problems from an arithmetic textbook page, the type of geography test to be given, or the contents of an assembly program. Practically all schools give pupils some opportunities for choosing. Very few, however, dare to give them choices in really important matters. Some say that children are too inexperienced to choose the things which really matter. Should they keep them that way by giving them no practice and guidance in deciding important matters? We learn those skills which we practice. If we are to learn how to choose in matters of importance we must gain experience in that type of choosing. This does not mean that we should give children problems which are too difficult. We must begin with the easier skills and proceed to the more difficult, just as we do in arithmetic or any other subject. The various psychological and social skills needed in democratic living must be listed and graded according to difficulty. Better planning of school activities involving pupil choices can then be made.

What do we mean by giving children practice in choosing the things which really matter? An example from the current scene may make this clear. Students of government point out that some elections are not so democratic as they appear to be. In some communities the X candidate and the Y candidate may not represent the people at all. The two opposing candidates may both represent the same powerful interest and no matter which one wins, the people lose. The cards are stacked before the people go to the polls. Many are led to believe that the winning candidate represents the majority of voters. This is what they are taught in schools. Many other such teachings

are not only fallacious, but are actually harmful because they prevent people from attaining true democracy.

When it comes to permitting pupils to choose the important things in their school living, the type of curriculum has much influence. The traditional curriculum of subject-matter-set-out-in-advance offers little opportunity for children to choose in important matters. On the other hand, the experience curriculum, properly understood and carried out, probably offers greatest opportunity.

In the schools which have been successful with this curriculum, the pupils choose their general aims for the year, they list specific activities for consideration, they evaluate various proposals for action, they select the specific enterprises for the day or for a longer period, they work out a program for the day, they plan the distribution of tools, supplies, and materials, they carry on a routine schedule of maintenance work or housekeeping, they carry on a program of self-government, they suggest new problems and search for their solution, they set standards, they work together with other groups, and they interact in many important ways with various aspects of the immediate environment. All of these are a matter of growth from the kindergarten up. In each grade the children learn more difficult skills in the various social and democratic processes which they employ. No one can expect a given child or adult to acquire these skills overnight. It requires years of cooperative group living, choosing, pooling, sharing, cooperating, planning, and evaluating by children from the kindergarten up and the proper type of teacher guidance to develop children competent for the type

of adult living which our present democracy offers.

3. *Hold Pupils Responsible for "Living with" Their Choices.* If such a program is to be worth while, every pupil choice must be accompanied by a certain amount of responsibility. This is a valuable part of democratic living. When one chooses a certain course of action, he must be held responsible for defending it, for carrying it out, for accomplishing results, and for the expenditure of the time, the energy, the money, or the other means for attaining the end. This responsibility is necessary if the freedom to choose is granted. It encourages more careful choosing and stimulates growth in the ability to choose.

In our adult society some of us have failed badly here. A political party in a given town may waste a million dollars of public money in order to achieve some end and then fail. Nothing happens. No officials are held accountable. The voters who put the inefficient officials into office raise no questions nor are they questioned. Some go so far as to say that such inefficiency is a necessary part of democratic life.

Other examples of our failure may be drawn from other fields. We know very little about choosing healthy foods, suitable fabrics, worthwhile house decorations, economic buying practices, worth-while friends, or marriage partners. If we could have been held more responsible for our choices, realizing their importance and in some cases their permanence, we would have less waste of effort, time, and money. While a certain amount of experience is necessary in all choice-making, it is more economical that

such experience be gained early in the life of the individual. This means that as soon as the child can profit from such experience in choosing, all things being equal, he should gain that experience. This would permit richer living thereafter. There is no advantage in delaying practice in choosing.

4. *Teach Pupils to Understand Other Points of View.* In times such as these when various "isms" are sprouting all over, there are many attempts to suppress and to deport exponents of these various "isms." In those sections of the country where these various "isms" are tolerated, we are not getting enough confrontation of opinion. Thus we find grown-up men saying they do not believe in a given "ism" who know little or nothing about the thing with which they claim to disagree.

We believe we are very democratic if we "tolerate" other opinions. We allow the orator to stand on his soap box; we send a policeman to see that the street-corner crowd is orderly, we allow the speaker to voice his thoughts. The essence of freedom of opinion, however, is not in mere toleration as such. What is necessary is the debate which toleration provides. One cannot be free, if he allows merely the venting of opinion; it is the confrontation of opinion which is necessary. People must face their opponents, listen, learn, and mend their own ideas. Thus they cease to be savages and begin to live like civilized men. The Greeks believed that the unexamined life is unfit to be lived by man.

If we are to preserve democracy we must pay particular attention to the principle which distinguishes it from all other forms of government. It is that the opposition is not only

to be tolerated as constitutional, but it must be maintained because it is in fact indispensable. The democratic system cannot be operated without effective opposition. It is not sufficient that the party in power have a majority; it is just as necessary that the party in power never outrage the minority. It must listen to the minority and be moved by the criticisms of it.

The school can make a distinct contribution to democratic living by teaching pupils not only to tolerate the other fellow and his viewpoint, but also to understand the other fellow and his ideas. This not only still leaves each child to choose as he wishes, but it gives some background and meaning to each choice.

5. *Give Pupils Opportunities to Recast Their Ideas.* If classwork is frequently appraised by the children, a number of opinions will be pooled and shared. A number of desirable changes may be recommended. Pupils should be given time to change their plans, ideas, and pieces of work after they have shared in the criticism of the group. In this way the goals of the pupils can be realized.

The proper attitudes toward change should be learned. Change for change's sake should not be encouraged. Change

as an escape from responsibility should not be tolerated. Change for the purpose of attaining the desired goals should be encouraged and provided for. We can make a distinct improvement in the living of our pupils by teaching them how to tell when change is necessary, by establishing desirable attitudes toward change, and by showing them how to evaluate the results of change.

These suggestions in no way exhaust the possible list of specific learnings that are needed for an adequate understanding of the democratic way of living and for adequate participation in such living. Just as the dictator nations employ dictator methods in their schools to prepare pupils for their roles in the totalitarian states, so do we need democratic methods in our schools to prepare our children to take their places in a democratic state. Democratic methods must be more than mere lip service to a number of fine-sounding generalizations about democracy. They must themselves be democratically conceived, approved, planned, changed, carried out, and evaluated by the group which uses them. In this way democratic living may improve itself.



ECONOMIC EDUCATION IN THE ELEMENTARY SCHOOL

By RUTH WOOD GAVIAN

College Preparatory School for Girls, Cincinnati

ECONOMICS has long had a place in the elementary curriculum, chiefly as a component of formal geography. Whether or not this kind of economic education could ever make any difference to the child or to society is a moot point. Today, fortunately, economic education of a wholly different type is rapidly finding its way into the first six grades. Disguised as science, industrial arts, social studies, health education, arithmetic, and fine arts, it is designed to help the child, his family, and the community to make a fuller use of existing resources.

In the last thirty years economic education has absorbed a small but growing proportion of the elementary course of study, especially in the primary grades. The objectives have not always been very clear, nor the content well chosen. However, the past decade has seen a marked change for the better. As the purposes of economic education have been clarified, economic content has improved, with the result that more time is being given to it. It is no longer confined chiefly to the primary grades; it is beginning to find a prominent place in the intermediate grades as well.

The Objectives of Economic Education. Among the objectives of economic education for the elementary school child the most prominent is training in the selection and use of the commoner sorts of consumer goods, especially food, clothing, and shelter. These are studied in units on *Home Life*, *Community Life*, and *Farm Life* found in practically all primary courses of study.

Cost as a factor in selecting goods has often been neglected, and consumer education has proceeded, for the most part, as if all the children came from those fortunate families living on or above the standard of health and decency. Such important consumer goods as fuel, light, paint and other finishes, cleaning and polishing agents, and supplies for the family medicine cabinet have rarely been studied.

Although most elementary schools seek to acquaint their pupils with tax-supported services available in their community, notably the recreational and educational services, little training has been given in the selection and use of other types of service. Since our people waste so much money on patent medicines and on cultist health practitioners, would it not be well if more elementary children should study how and when to buy professional medical service? And in view of the variety of services (recreational, educational, medical, legal, psychiatric, family counseling) offered today in most cities by social welfare agencies—services available to, but as yet little used by, people of average means—should these, too, not be taken up in the elementary curriculum?

Conservation is another leading objective of economic education in the elementary school. It seems to be supplanting, in part, the more narrowly conceived "thrift education," which dealt with the individual rather than the social practice of thrift. The conservation of living natural resources—trees, flowers, birds, animals—is now taught in nearly all elementary schools.

Another objective of economic education in the elementary school is occupational information. In the past this has been confined to the description of farming, fishing, lumbering, mining, and commerce found in geography textbooks. During recent years considerable information about local occupations, particularly "community helpers" (policemen, firemen, postmen, doctors, etc.) has been incorporated into the typical primary course of study. The study of occupations has now begun to enter the intermediate grades in the form of social studies, science, and industrial arts.

Implicit in the objectives of economic education at any level, it seems to me, is intelligent choice of the economic and cultural goals to be sought by group action. This involves more than a wise selection among the various community services that may be provided from tax funds and gifts. It involves also the determination of the standard of living that is to prevail in the community. It requires consideration of such questions as: What is the standard of living desired by the people in the community? How does this standard compare, point by point, with that of other communities near and far, contemporary and long ago? Does it contain injurious sources of satisfaction such as narcotics, or wasteful ones such as conspicuous consumption? Does it provide amply for psychic satisfactions—useful employment, recreation, beauty, companionship, education for living, religion? How can we work together to raise the standard of living, and the actual scale of living, in our community? In our state? In our nation?

It is doubtful whether, two decades ago, any school system in the United

States had accepted responsibility for studying and improving the whole scale of living of its community. Today this is the avowed objective of many groups engaged in revising the elementary curriculum. It constitutes a new trend in economic education, of which the curriculum bulletins of the states of Alabama, Georgia, Missouri, Texas, and Virginia are outstanding illustrations.

The Phases of Economic Education. In analyzing courses of study to determine their economic content, I have searched for materials covering the following aspects of our economic life—food, clothing, shelter, industries and occupations, and the characteristics of a machine civilization. My conclusions as to the relative frequency with which any of these topics can be found in the elementary school are based on the analysis of seventeen state and five city courses of study issued between 1930 and 1938.

The selection, preparation, care, and preservation of food is studied in more elementary schools than is any other aspect of economic education. Practically all primary and intermediate courses of study give attention to the kinds of food necessary for health. Most schools having an activity curriculum also give primary children opportunity to prepare and serve a few simple foods.

Courses of study for the primary grades nearly always provide for the discussion of what kinds of clothes are appropriate for school and suitable for various sorts of weather. The care of garments is discussed considerably less often. How to select clothes that are becoming to the wearer and attractive in color, line, and fabric, is a topic included in about one-half of the

courses of study I have analyzed. The making of costumes and doll clothes is suggested as an appropriate activity for primary grades in over half of these same courses of study. Study of the principal kinds of textiles is recommended in most primary courses of study, but in few of those for the intermediate grades. Consideration of the cost and durability of different textiles is seldom included.

The study of shelter is today provided for in nearly all primary courses of study. The topics most commonly treated are: the materials used in houses, the methods of construction, what the various building workers do, and the kinds of rooms necessary for an average family.

In activity curriculums it is customary for first and second graders to make and furnish a playhouse or a dollhouse. How to keep a house clean and in order, and how to furnish and decorate it are questions that always arise in these activities. As a rule, the children build and paint orange-crates furniture, and make window boxes, curtains, rugs, and pottery. Sometimes they go on to discuss ways of improving their own homes within and without.

In places where the study of shelter is deemed sufficiently important to be taken up in the intermediate grades, very significant activities may develop. The Missouri social studies course contains a noteworthy unit for the fourth grade. It is entitled "How man has attempted to provide himself with comfortable and attractive shelter." Among the problems considered are: where the American people live (villages, open country, small and large cities); early housing in America; differences between the best and the

worst homes; minimum standards for shelter of an American family; the causes and effects of poor housing; our resources and materials for housing; home builders and their tools; risks and condition of workers in the building industry; planning the yard space around a home; planning the community. For culminating activities an assembly program on housing is recommended, with a housing exhibit composed of models, photographs, and graphs.

The study of fuels, lighting, cleansing and polishing agents, paints and varnishes, and simple household repairs has been universally neglected. Only in very recent years have these topics begun to be included in the elementary course of study.

Long before any other aspect of economic education had penetrated the elementary school, the extractive industries—farming, fishing, lumbering, and mining—were studied from geography texts. Manufacturing and commerce—adult activities that seemed wholly remote and meaningless—were mentioned in the description of one city after another. How monotonously alike all those industrial and commercial cities seemed, in whatever corner of the globe, and how dull the work of their inhabitants!

The activity movement wrought a great change. The study of industries began to lead children into firsthand exploration and experiencing of the principal kinds of work carried on in their localities. This is particularly true of the study of farming.

On the primary level the study of farming has come almost to require the building of a model farm in the schoolroom, together with such activities as the setting of a hen, the opera-

tion of an incubator, the making of butter, and gardening in the school yard. Opportunities are thus afforded both for consumer and for vocational education.

No industry, unless it be farming, is studied at such length as are communication and transportation. In some courses of study these are presented on every grade level. The material covered is likely to be purely descriptive and historical, as in contrasting primitive methods of communication and transportation with those of today and in recounting the important nineteenth century developments in these fields.

After some years of learning about the life of cave men, Indians, Eskimos, ancient and medieval peoples, colonists and pioneers, the elementary school child may or may not be taught that he lives in a machine civilization. At any rate, the chances are that he will be taught very little about the characteristics of a machine civilization.

In the past decade, influenced by the curriculum studies of Rugg, Hockett, Billings, and others, the concept, "machine civilization," has rapidly made its way into the upper elementary courses in social studies. The interdependence of individuals, communities, regions, and countries, so ap-

parent in the machine age, is now stressed in every elementary grade. How invention has changed our ways of living from those of a century or two ago is usually studied in the fifth or sixth grades. That this study is not likely to go very deep into the underlying economic changes is suggested by the failure of most course of study writers to employ such basic economic terms as industrial revolution, mass production, big business, capital, corporation, standard of living, labor union, unemployment insurance, and regulation of business. One might expect that most of these terms would be needed in a sixth-grade discussion of the traits and problems of the machine age.

The economic problems confronting society are seldom examined in the elementary school. Whether elementary children ought to study these complicated and worrisome issues is a question. But there seems little doubt that the elementary school should carefully prepare the ground for the study of economic problems in the secondary school. To this end knowledge of the characteristics and trends of a machine civilization would seem to be essential. It is a hopeful sign that the Machine Age is now so often given a place in the elementary course of study.



STATE-WIDE IMPROVEMENT OF TEACHER EDUCATION

By W. MORRISON McCALL

Alabama State Department of Education

IT IS IMPOSSIBLE for a state-wide curriculum program to improve instruction in the public schools of the state without the active participation of the teacher-training institutions. In Alabama the institutions engaged in teacher education have been most active in the program from the very beginning. In one way or another the faculties have participated in a study of the problems of teacher training, carried on experimental work in the institutions, and provided leadership for teachers in service.

Since the state teachers colleges are under the direction of the State Board of Education and so under the supervision of the State Department of Education, and since they confine their efforts to the training of elementary teachers,¹ it was logical to begin an organized state-wide program of teacher training with these institutions. In the fall of 1937, the four teachers colleges initiated a cooperative curriculum revision program for the training of elementary teachers.

Steering Committees. A State Central Steering Committee composed of a representative from each of the colleges, two county superintendents, two county supervisors, and three members of the State Department of Education was appointed by the State Superintendent in September, 1937. A local steering committee was then set up in each college with the member of the State Central Steering Committee from the college serving as chairman.

¹Since this was written the teachers colleges have been authorized to educate secondary teachers.

Objectives of Program. The objectives of the program, as worked out by the State Central Steering Committee in cooperation with the local steering committees of the four colleges, are as follows: 1. to bring about a better understanding and a better working relationship between the teachers college faculties and the public school people to the end that a unified attack may be made on the educational problems of the state; 2. to further the professional growth of the teachers college faculties in dealing with teacher-training problems, and with other problems of modern education; 3. to work toward some common understandings on the part of the faculty members in order to determine the philosophy of education, the objectives, and the guiding principles for the program of the teachers colleges; 4. to determine the needs and problems of teacher training in Alabama in the light of present conditions and trends in the public schools, and to guide the teachers college faculties to work together toward a better solution of the problems; 5. to bring about a gradual reorganization of the curriculum pattern and of the total program of the teachers colleges in harmony with the needs and problems found and the objectives set up; 6. to determine the kind of teacher needed to guide children in the public school; and 7. to work out a program of teacher training that will provide prospective teachers with necessary pre-service experiences.

Guiding Principles in Organization and Development of Program. The

State Central Steering Committee developed several guiding principles with respect to the organization and development of the program so that the colleges could cooperate effectively in their work. The guiding principles as formulated by the committee are:

1. Curriculum study and revision for the teachers college curriculum program should be: a cooperative undertaking which will include all the members of each college faculty; a cooperative enterprise between public school people and teachers college faculties.
2. The program should at the proper time utilize various educational and social agencies such as child welfare, public welfare, and health.
3. Curriculum reorganization in a teacher-training institution should be a gradual, continuous process. A period of intensive study and investigation of modern education and teacher-training problems should precede any basic reorganization.
4. Curriculum revision in the teacher-training program should be accomplished through faculty growth as the faculty members study their problems and carry on experimentation.
5. Curriculum revision in the teacher-training institutions should be based on a comprehensive study of: the nature and meaning of the program desired for the children of the state; socio-economic conditions, and problems of our nation, region, and state; the type of student who enters the teachers colleges; present shortcomings and problems of the teachers college curriculum; and experiments now going forward in other teacher-training institutions.
6. Experimental and exploratory work should go along with study.
7. The program in each teachers college should vary somewhat in point of attack and procedure.

However, in fundamental ways it should proceed along the same general lines.

Stages in Program. Any program of curriculum revision must necessarily progress through certain stages. There should be no sharp divisions between the different stages, but rather a certain amount of overlapping is to be desired. The stages as outlined for the program are:

1. *Orientation period.*
 - a. Faculty study and discussion related to significant areas and problems which will develop an educational point of view, set forth the major issues, problems, and needs of teacher education in Alabama, and point the way toward curriculum reorganization.
 - b. Educational contacts on the part of the faculty members, including: visitation to training schools, public schools, educational projects in and out of the state, and other colleges in and out of the state; participation in the public school curriculum program, including sponsoring and attending regional curriculum conferences; association with outstanding educational leaders who are brought to the colleges for conferences and short courses; and graduate study by faculty members.
 - c. Experimental and exploratory work, including experimentation in procedures and course changes.
 - d. In the light of the above study and experimentation, set forth in writing the data, problems, and needs found; the implications for teacher education; the philosophy of teacher education; and the principles for curriculum organization.

2. *Reorganizing the total curriculum program.*
 - a. Plan the total curriculum pattern, framework, or scope and sequence.
 - b. Plan administrative adjustments needed in the total pro-

gram. c. Plan within the different divisions of the college the learning procedures, materials, and content, in the light of the total program. d. Plan changes needed in the school plant, the learning environment, and the materials and equipment of the college.

3. *Initiating the whole program:* continuous study, experimentation, evaluation, and reorganization.

Progress in Program. During the years 1937-38 and 1938-39, the college faculties devoted their time to the orientation period of the program. They attempted to build up a background for understanding the conditions, needs, and problems of the teacher-training institutions of today. It is believed that the study and experimental work have developed a fundamental point of view and an appreciation of teacher-training problems which will point the way toward the reorganization of the curriculum. In order to build this background and point of view, definite committees were organized to work on particular problems.

A committee was appointed from the personnel of the State Central Steering Committee to study the present public school teacher in relation to the type of teacher needed and the implications for teacher education. The faculty of each teachers college was divided into six committees by the local steering committee of the institution. The local steering committee served to coordinate the work of the various committees in the institution in a manner similar to the way in which the State Central Steering Committee has coordinated the work in the four different institutions. Through this type of organization a committee from each college has worked on the

same problem during the past two years.

The problems which have been studied by the various committees of the colleges are: 1. the nature of democracy; 2. socio-economic conditions and problems of our nation, region, and state; 3. the nature of the learner and of learning (including nature of the learner on the college level or the late adolescent); 4. the public school curriculum program and the implications for teacher education; 5. the experience, background, and needs of the teachers college student; 6. trends and experiments in higher education.

In addition to work upon the problems mentioned above the four institutions engaged in various types of experimental work. It was felt that experimentation would make the work of the study groups more purposeful and vital. Two general classes of experimental work were carried on.

The first type of experimentation did not require course changes or modification of requirements with respect to certification. Among the types of experiments in this class were: began a follow-up program of the recent graduates; made trips and journeys in the neighborhood and in the State; set up a rural school for observation and student teaching purposes; directed visitation for students in a number of rural schools; provided opportunity for students and faculty members to plan and participate in a community survey; provided opportunity for students to have varied out-of-school contacts with children; gave students opportunity under direction to visit the homes of children in the training school and to participate in conferences with parents; provided opportunities for the students

to have a period of service with other social or educational agencies, such as attendance, welfare, and health departments; made the college classrooms attractive, stimulating places to work; organized some of the professional courses upon the basis of problems growing out of student teaching, observation, or some phase of work in the training school; arranged for students to use economic enterprises on the campus for learning purposes; provided opportunity for students to participate in community activities in varied types of communities; made use of data of experiments connected with survey of college students' background and needs; provided more cultural contacts for the students on the campus; introduced forum discussions for students.

The second type of experimentation required course changes and modification of requirements with respect to certification. Among the types of experiments in this class were: survey course in general science; survey courses in social sciences which include material from sociology, anthropology, political science, economics, geography,

and history; integrated course in sociology, psychology, and biology along the lines of human growth and development; integrated course in problems of the South involving geography, history, sociology, and economics; integrated student teaching, education, and psychology; work in art which involves more of the crafts and also schoolroom decoration; survey course in humanities; psychology course organized in terms of child development and mental hygiene.

The materials which were prepared by the different committees and descriptions of the various experiments which were carried on at the different institutions were incorporated in a recently published bulletin on teacher training. It is to be used by the faculty members of each institution as a basis for setting up a philosophy for teacher education in Alabama, for listing major problems and needs in teacher education in the State, and for setting forth guiding principles to be used as a basis for the reorganization of the curriculum pattern.



AN EIGHTH GRADE STUDIES HOMES

By SALLIE LAY

Parker High School, Greenville, South Carolina

FOLLOWING a period devoted to getting acquainted and to the making of a class survey, it was decided that most of the pupils of the class wanted to study homes. Posters, pictures from the Materials Bureau, charts, drawings, and graphs were used to present information from the class survey.

To know more about where homes are located it was decided that maps of each community in the district should be made. A group went to the Chamber of Commerce and got maps of Greater Greenville. A blueprint of Parker School District was secured from the school office. Pupils measured their lots and also found the size and cost of lots in the city. Pictures of flower gardens, city plans, home plans, and parks were brought in daily by the pupils during the first three weeks of the term.

A larger classroom was available and all were anxious to move at once. I suggested that we visit the room and determine if moving would really be of any great help. The proposed new room was not as attractive because the walls were scarred, lighting was not very good, and the ceiling was too high. However, the increase in size outweighed all defects because the pupils were anxious to have a place in which they could build a home. Measuring for the possible size of a room we could build created so much in-

terest that the group remained long after dismissal hour. It was suggested that we read about home planning as we made plans for building our room.

Pupils drew to scale plans for the room we had planned to build and from these suggestions a final drawing was made. The following groups were organized: collection and care of tools; finding amount of studding, weatherboarding, window and door framing needed and cost of same; finding prices of lumber; determining how to put up the studding. The work of these groups required several visits to a lumberyard and construction projects. Cleanliness and orderliness were thought of and talked about so much for a few days we soon found ourselves organized into the following study groups: how to clean our houses properly; washing dishes, dusting, and disposal of garbage; avoidance and elimination of pests, such as rats, flies, roaches, and bugs, etc. Science books were used to answer many questions raised about cleansing agents, removal of stains, hard and soft water, alkalis and acids. A pamphlet, "Stain Removal," from the Department of Agriculture, was ordered by a group. Stains were removed and tests were made for alkalis and acids. Pupils brought vinegar, salt, soda, lime, and ammonia.

When the group was reporting on pests in the home, the question "Do

rats really carry germs?" was asked. Someone thought information about pests might be obtained from the City or County Health Department. A group agreed to investigate over the week end. Pamphlets and barium carbonate were brought in. Pupils' lunches had been eaten by rats in the lockers. The barium carbonate was used very successfully. A poster was made for the hall bulletin board announcing the clearance of rats from lockers for five cents. For several days the committee was kept busy.

Each pupil made a folder to be used for keeping a written record of the year's work. The plan of the room we built, amount and cost of materials used, articles about trips we took, stories, poems, book reports, letters, reports of science experiments, and summaries of major topics studied were kept in the folder. Individual scrapbooks with cardboard backs covered with wallpaper samples, a large year-book, and a poster were means of recording the year's work from day to day. Framing, weatherboarding, and ceiling the room, and hanging the door (found in the junk pile) and window required six weeks, along with making posters and scrapbooks.

Paper and paint stores were visited. A group went to a house that was being papered and reported that we could not possibly hang our paper without some of the necessary tools. One pupil knew a paper hanger who came and gave us a demonstration and loaned

us a paper trimmer, brushes, and collapsible table for a week. Canvas was gotten from the school textile department for three cents per yard. Pupils found the amount of canvas and papering required, and amount of base-board and moulding. Questions were raised and answered about the kinds of paints and varnishes. The value of paint and its composition were given in reports. An exhibit consisting of resins, leads, coloring matter, and gums used in making paint and of the products obtained was gotten from the Southern Varnish Corporation.

The electric jig saw brought by one of the boys was in constant use during the work period, as furniture for the living room-library was being made. Bookstands, book ends, attractive whatnots, a bench, electric lamp made of spools, lamp and window shades of flowered wallpaper, curtains, magazine rack, wastepaper basket, barrel chair, and footstool were made. Ornaments for the whatnots were made of clay and painted. Cushions for the bench and chairs which were found in the junk pile were the work of the girls.

Twenty-two books and three games were brought from pupils' homes. Before and after school and during the lunch hour on rainy days, the room was always overflowing with visitors from other sections. A section librarian and her helpers cataloged the books contributed by the pupils, teacher, and friends; and the books

were circulated as in the school library. Five pupils who had scarcely ever read at all enjoyed a number of books which their classmates brought and recommended. Pupils brought magazines from home. A large magazine rack was found useful for both pamphlets and magazines. One boy who delivered the morning paper brought a copy for the room almost every morning. The Social Science-English Department furnished money for subscription to Scholastic, American Observer, and Nature. Magazines were loaned for overnight use.

Types of pictures were discussed for a living room-library. Several were mounted and suitably framed. Hanging pictures and arranging flowers properly afforded two of the most enjoyable reports and demonstrations. The groups working on these activities secured help from the District Home Beautification Director. Trips were made by groups to furniture stores, home furnishing departments, and houses which had been decorated under the supervision of the District Director.

During a planning period it was suggested by one of the boys that we build a wall so that one corner of the classroom would be our library. After much measuring and discussing where the pieces of furniture should be placed in order to be both conveniently and attractively arranged, the wall made of large packing boxes from one of the mills was built. Pupils enjoyed

using this library the rest of the year almost as much as when it was in the room.

Pupils began bringing discarded electrical appliances. We soon found that we needed to study electricity in order to know how to repair and to care for our appliances. The following were studied by groups and reported on: refrigerator, iron, fan, toaster, vacuum cleaner, washing machine, bell, and stove. After reading, studying diagrams, and talking with the science teacher, each of the seven articles brought in were repaired and were used in our kitchen. The iron was dismantled in order to see the heating unit; new coils were put in the hot plates and toaster; and the bell was connected to a dry cell placed on top of the house. A buzzer was made and it, too, was attached to a dry cell. Posters on reading the meter, finding cost of electricity used, how an electric bell works, parts of an electric iron, and parallel and series connections were made.

The following articles were made for the kitchen-dining room: an electric stove (a two-eye hot plate mounted on a box so that the switches were on the box like a real stove), a dining table, towel racks, cabinet, trays made of wood and copper, candlesticks made of sheet lead, wall container for pot holders, curtains (made of cloth from the Textile Department and tied and dyed), towels, luncheon set and napkins. A cabinet in the hall of the

school building was arranged displaying linen made for our home, china-ware, and proper arrangement of flowers.

The group organized a family consisting of father, mother, an eighteen-year-old daughter, a daughter fourteen years old, and twins (a boy and a girl) twelve years old. Various incomes including gifts and unexpected expenditures were used in apportioning amounts spent for food, clothing, recreation, education, health, housing and furnishings, charity, insurance and savings by our family. Present prices were obtained by groups that visited grocery, clothing, and furniture stores. Two girls made accurate records of their family's income and expenditures and we made a comparison with the amount that the group allowed for each item when the same income was used. Graphs on the budget made earlier in the year were used.

While talking about housing in Parker District, questions were raised about the FHA, housing problems in large cities, and Greenville's proposed housing problem. Much reading was done. Mr. Hollis, Chairman of Green-

ville's Housing Administration, gave us a number of pamphlets, charts and maps sent from Washington.

A trip was made to a community in which a company was selling houses to its employees. The plan for payment, purchase prices, comparison of rent usually paid and monthly payments, probable cost of upkeep, and the advantages of owning a home were included in a talk made to the class by one of the representatives of the financing company when we went to the model home that the company had established in the community. A pupil whose parents were interested in buying one of the houses made all the plans for the trip and asked for the talk to be given to the class. A blueprint showing the landscaping, location of grammar school, churches, and possible places of employment was shown.

A map showing location of government housing projects was made. Posters illustrating the condition of a house before and after a loan from the FHA were made. A special bulletin board on housing was kept during the study. Local papers were constantly used, as many editorials and news items relative to Greenville's proposed housing project appeared daily.



A COMMUNITY RECREATIONAL PROGRAM FOR YOUTH

By ELIZABETH F. CADLE

Reed Junior High School, Springfield, Missouri

BACKGROUND OF THE PROGRAM. In Springfield, Missouri, some fifteen years ago, the members of a businessmen's club, impressed by the number of children playing in the streets and loafing in general, persuaded the Park Board to permit the club to hire school teachers to conduct play centers on the parks for two of the summer months.

The town, being one of limited means, had invested its park funds in scattered parcels of real estate which were developed into small decorative areas. Most of the available funds were being expended in developing a civic airport. The children were left with few play spaces for outdoor recreational activities. The majority of the areas available were only a city block in extent; several were larger and included some facilities for play.

The teachers who were employed by the civic club spent three hours an afternoon, five days a week, for the period of two months. The club paid them a small salary, provided the equipment needed, and gave the children a party at the end of the season. The program was made up largely of inter-park games among the teams in each district. These were mostly of the nature of softball, volleyball, horse-shoes, etc.

For several years these facilities were the only ones available. Idle evenings, mornings, and Saturdays continued to exact their toll. The community paid the bill in the form of juvenile delinquency, and anti-social behavior of its youth.

After this program had been going on for some time, the supervisor of the playground leaders, employed by the club, made a survey which showed that there seemed to be a definite decrease in petty crimes, and other anti-social acts of the playground-age children during the time that the play areas were in operation. The Park Board saw a definite civic value in the playgrounds and assumed the responsibility for their continued operation.

The civic club next turned its attention to organizing a baseball league for boys between the ages of eleven and sixteen years. A section of land adjoining one of the outlying parks was secured and three diamonds were constructed. Business and industrial concerns were persuaded by the club members to equip and sponsor teams. A college boy was employed by the club to supervise the games. The response from the boys and sponsoring organizations was enthusiastic.

The program was good but inadequate. A small group of teachers who had worked with the playgrounds as supervisors attempted to interest other clubs in this type of program. Their efforts resulted in the building of a tennis court by a business girls' club. This was followed by a swimming carnival sponsored by a young men's club, and the promotion of tennis tournaments and instruction by a third club. The publicity promoted by these clubs helped the recreational cause materially. These efforts, regardless of their success or failure, served partially to introduce to the community the needs of its large youth population.

The local Religious Education Council, composed of representatives of the churches in town, together with other people particularly interested in the problems of youth, chose the recreational needs of youth for their work. In the past the efforts of the various churches had been devoted to the daily Vacation Bible Schools throughout the summer months.

The sociologist of the local college volunteered the use of his students for the purpose of collecting and tabulating data for a survey. In this survey housing conditions, financial status, the homes of delinquents, distribution of cases of delinquency and available recreational facilities were studied.

As a result of this survey, it was found that small families, adequate housing, fair financial conditions, a high percentage of unbroken homes, and large participation in recreational facilities went hand in hand. In the areas of poor housing, large families, poor financial conditions, a high percentage of broken homes, and few recreational facilities the delinquency frequency was much higher.

In order to approach the problem more systematically a subcommittee was formed known as the Youth Welfare Committee, which undertook to develop a coordinated program designed to interest all of the community in all of its children. The program was to be sufficiently broad in scope to include facilities that might be expected to appeal to all of the children regardless of race, financial status, or other limiting circumstances. In addition, it was designed to contribute to the development of better citizens.

The committee at present includes two teachers of the original motivating group, the chairman of the club that

inaugurated the playground movement, a member of the young men's group that took an early interest in the movement, the director of recreational activities for the Works Progress Administration that at present chooses and supervises the playground leaders, the present all-year-round recreational supervisor, a psychiatrist, a Catholic priest, a Jewish lawyer, and a Protestant minister, the president of the Religious Education Council.

The Present Program. A hobby show is sponsored by a club of business and professional women. There is no age limit or type of hobby restriction. The women have staggered the exhibits throughout the year. They provide exhibit space, placement awards, and provide the publicity.

A local music concern has donated the use of its recital hall for one night a week to a mixed group of young people for dramatic productions. Volunteer leadership promotes the training, practice, and presentation of simple plays for the mutual enjoyment of the group.

The Young Women's Christian Association sponsors a social night each week for young couples who have no economical means of spending time together. Games of all types are provided as well as leadership to assure the participation of all in the program. A radio is available as well as table games, gymnasium activities, and other active games.

One businessmen's club collaborates with a philanthropic woman in sponsoring a boys' club in the business district. A young member of the club acts as counseling director. These boys have their own reading room, boxing club, and game room. They

organize various group activities such as hikes and trips.

A church provides leadership and facilities for the children from three to six years of age. This program consists largely of storytelling, rhythm, and other simple games.

Tennis is promoted through volunteer lessons, match play, and trophies provided by the original sponsoring club. The publicity that it has secured has done much to popularize this part of the program.

The Boy and Girl Scout organizations assign some of their members to the different playgrounds at definitely designated times to share their skill in handwork achievements. The Camp-fire Girls and some of the Girl Scouts who are accomplished swimmers teach the younger children to swim. The park supervisor sets standards and coordinates the efforts of these volunteers.

The National Softball League for men makes full-time use of the lighted softball diamonds at night. Several hundred men from churches, business, and industrial groups carry on an active program. This project was originally a club-sponsored program for younger boys.

The Park Board has employed an adequately-trained supervisor for full-time work. The local supervisor for the Works Progress Administration controls and provides the playground leadership. The special abilities of the various leaders are distributed so that the maximum benefit is provided for all districts. Where the skill needed is of a particular type, the worker is rotated in his assignment to insure the opportunity for all children to profit from this skill.

The Negro group has a separate program. It has staged a musical show in the town, and a local club of men is assisting by securing out-of-town bookings for the show. The proceeds above expenses are going to the community center fund. A group of Negro businessmen is underwriting the project. It is its plan to provide meeting places for various clubs, reading rooms, entertainment facilities, and a place for all the young people to spend their evenings and free time.

A sponsoring group has set up a pre-marriage counseling service. This group believes that broken homes can be prevented in a large measure by adequate guidance. The voluntary staff consists of a minister, a physician, a psychiatrist, a sociologist, an economist, a home economist, a successful wife and mother, a judge with experience in both juvenile and divorce case work, and a pediatrician. The local health department provides laboratory and consulting services as the need arises.

As a result of the union of two churches, a Sunday School building of a substantial nature was abandoned in a downtown area. This building has been secured as a Youth Welfare Center. Government agencies cooperated in remodeling the building. Quarters are provided for many types of activities. These include several recreation rooms, a little theatre, game rooms for different age groups, knitting, sewing, weaving, photography, woodcraft, handcraft, and reading rooms. An office is also provided for the activities of the Youth Welfare Committee. Local clubs provided some of the furnishings and equipment when informed through the newspapers of the existing needs.

An odd jobs placement bureau is now operating from the office of the Youth Welfare Committee. The sponsoring club believes that many cases of maladjustment can be prevented if the opportunity for earning some spending money can be provided. It is always difficult to find workers for occasional odd jobs. This phase of the program is designed primarily for boys and girls under sixteen. A secretary and a telephone are provided by the club. The applicants for work register voluntarily with the bureau. They are investigated, recommended, and the quality of their work is checked. Jobs are located by the secretary who calls people and familiarizes them with the services available.

A local veterans' club, working with the police traffic squad, is attempting to solve the bicycle problem. Bicycle riding hazards and thefts have long been of general concern. A bicycle club has been organized for the purposes of providing bicycle registration, safety instruction, and first-aid training. The sponsoring group gives ad-

vice for organizing, chaperoning, and trip planning.

A workroom has been fitted up by another club in the Youth Center building for the purpose of promoting airplane model building of all types. Technical advice is available through the volunteer services of members of the local airport staff. Large crowds of townspeople are attracted to the regularly staged contests.

This community program has made progress in meeting the needs of its youth. The entire city, through the representing clubs, is collaborating in promoting the welfare of its younger citizens. The entire program is directed toward the same purpose. The work and most of the funds come from a variety of volunteer sources. Responsibility for the success of the program is widely distributed. Needless overlapping of effort is avoided. The program is one of a varied and extensive nature. Any adult or group of individuals may contribute their services or funds. The program shifts, expands, and is redirected as the needs and suggestions indicate.



THE SANTA BARBARA CITY SCHOOLS WORKSHOP

By LILLIAN A. LAMOREAUX
Santa Barbara (California) City Schools

IN KEEPING with the policy of the Santa Barbara City Schools of providing teachers with many and varied opportunities for growth in service, the Board of Education and Superintendent of Schools requested the Dean of the School of Education of the University of Southern California to assist in organizing a special program to meet the particular needs of the Santa Barbara city school teachers. The program consisted of two types of credited activities: the workshop and participation in regularly scheduled courses of the summer session.

This project was a marked innovation as it represented a good sized group of teachers from one school system who went to a university campus to work on their own problems under the leadership of their own director of curriculum and instruction assisted by the regular Santa Barbara staff of supervisors and a secretary. A truckload of books, curriculum materials, office supplies, arts and crafts materials, etc., were shipped to the campus in order that teachers might utilize the materials which are available to them at home. Traveling bookmen knew of the project and cooperated by supplying other pertinent materials. Two members of the University staff were assigned by the Dean of the School of Education to give any assistance needed and to keep in close touch with the project. The University Demonstration School services were made available to the group.

Before leaving for the campus, the director held individual conferences with each person who anticipated at-

tending the workshop. Working together, the teacher and director planned the regularly scheduled courses which would meet the individual's needs or supplement the work carried on in the workshop.

The director and supervisory staff, after analyzing teacher needs and desires, planned the following activities as the program for the summer: 1. curriculum construction work; 2. enlarging and refining concepts through lecture and discussion and application and discussion of the lecture as it applies to Santa Barbara; 3. gaining new or refining old techniques through demonstrations, participation and practice in activities similar to the demonstration which tie in with Santa Barbara's curriculum; 4. increasing experiences which contribute to curricular understandings through co-curricular activities, such as campus lectures, visits to industries, art and music centers, museums, etc.

Two large airy rooms and an office became the headquarters of the workshop. One room was fitted with bookcases, for copies of books from the Santa Barbara school system's Central Library; individual lockers; tables and chairs. This became the main laboratory. The other room was fitted with typewriters, duplicator, victrola, motion picture projector, professional library, tables for art activities and demonstration materials.

The rooms were open at 8:00 A.M. and members of the staff were on hand to give assistance to those who desired help. The regularly scheduled workshop hours were from 1:15 to 3:15

each afternoon. The first hour was devoted to enlarging and refining concepts and gaining new or refining old techniques; and the second hour to curriculum construction work.

The members divided themselves into working groups according to the age level of the pupils assigned to each teacher for the coming year. The following curriculum needs were discussed and the groups selected the ones they wished to work on for the summer: kindergarten; junior-primary; six-, seven-, eight-, and nine-year-olds; ten- and eleven-year-olds; junior high school level; physical education curriculum group. As a result of group discussion, the following problems were decided upon for the summer's work: junior high area; eleven-year-olds; ten-year-olds; nine-year-olds; eight-year-olds; seven-year-olds; six-year-olds; junior-primary.

Special effort was made to unify and integrate the activities of the workshop. The demonstrations, lectures, and discussions participated in by the teachers were integrative factors in themselves, for all teachers shared their thoughts, problems, and efforts with the group. Other integrative factors were the discussions of curriculum development from age level to age level and the different techniques for making theory and practice meet in the development of our materials. Teachers were vitally interested in the problems and materials of other working groups and were often helpful in supplying ideas and materials to other levels.

Periodically the Dean of the School of Education, professors, the Santa Barbara City Schools Superintendent and members of the school board were invited to hear progress reports, re-

view the material under construction, and to evaluate the work in progress.

At the close of the term Santa Barbara principals who had not attended the workshop were invited to the campus for a two-day session. This was felt necessary because a movement of this kind would be expected to change the behavior of these teachers. Then, too, the principals needed to understand the new materials being developed in order to anticipate the manner in which they would influence the classroom work. Work sheets were developed to guide the principals' observation and study of the materials produced by the groups to which they were assigned. The afternoon of the second day was devoted to discussion of projected problems which would likely have to be met the following school year as a result of our workshop.

Those on the staff who had taught summer sessions in universities before were amazed at the interest and enthusiasm of this group of teachers. All day long, and even evenings at the last of the six-week session, these teachers were found in the workshop diligently attacking their work. There was no fretting nor complaining, no long faces and tense nerves. Hard work, joy, and relaxed nerves were united due to the fact that teachers were working on their own practical problems with sufficient guidance and materials. Theory and practice were coming together for them in a concrete usable manner.

The group was unanimous in its belief that a successful workshop could only be held in a college or university center where the facilities of a large educational center were available. It was felt that most of the value of

the workshop would be lost if library and faculty resources were limited as they would necessarily be away from such a center.

The group seemed particularly impressed with the fact that the materials produced by the workshop were to be put into actual use. They felt that this was far more valuable than the "usual term paper which was filed away if it were ever returned by the professor." One voiced the feeling of the group that the source previews represented a far more valuable contribution than the preview written by a single teacher even with the help of the supervisor since the "thinking of an entire group had gone into the work and had therefore given it a richness which it could never have had otherwise."

Outside speakers and demonstrations given in the workshop were highly praised. It was suggested that here again the workshop was highly practical since the specialists could actually work directly with the groups. Furthermore, music and art experiences could be planned and carried out under the immediate direction of the supervisors.

The co-curricular activities were enjoyed, but there was a general feel-

ing that the summer's work was so heavy that everyone could not take advantage of the available opportunities. Everyone felt, however, that these activities had been rich and varied and that participation in them and in the workshop itself had developed a fine spirit of cooperation in the group.

Two members who were new to the Santa Barbara Schools said they believed that the workshop experience was the ideal introduction to a new system since they were introduced to the philosophy underlying Santa Barbara's curriculum and had actually developed materials which they might use with a feeling of security in the new situation.

Many suggested that the workshop should be a longer course—perhaps a six-unit course, out of which other contacts might be made. It was felt also that a workshop should include a complete cross section of the school system from kindergarten through high school, that it should present an entire picture of those who worked in it. It was recommended also that the workshop meet during the morning hours since many valuable co-curricular experiences could only be made available in the afternoon hours.



SHORT ARTICLES

ANNUAL MEETINGS: 1940

THE ANNUAL meetings of the Society for Curriculum Study will be held at the Hotel Jefferson in St. Louis, Missouri, on February 24-26, 1940. At the time of going to press the program was fairly complete. Not all invited participants had sent in their replies. What follows is a general descriptive statement of the program. The full and exact program will appear in the February number of the CURRICULUM JOURNAL.

Saturday, February 24, 9:30 A.M. Gold Room, Hotel Jefferson. Workshops and Laboratories: What are the essential qualities of a curriculum workshop or laboratory? Presiding: H. L. Caswell. Speakers: Kenneth L. Heaton, E. B. Robert. Panel: O. I. Frederick, Bernice Leary, Carl Matthews, Henry J. Otto, F. C. Rosecrance, B. O. Smith, M. L. Stone, C. Maurice Wieting, Hugh Wood, Dale Zeller.

Fourth Annual Luncheon, Saturday, February 24, 12:15 P.M. Gold Room, Hotel Jefferson. Presiding: Doak S. Campbell. A Review of the Activities of the Society: J. Paul Leonard. A Report on Building America: Paul R. Hanna. Brief Committee Reports: C. O. Arndt, H. B. Bruner, Bess Goodykoontz, and Helen Heffernan.

Saturday, February 24, 2:30 P.M. Gold Room, Hotel Jefferson. Teacher Education and Curriculum Development: How does curriculum development facilitate the in-service training of teachers? Presiding: J. C. Parker. Speakers: Ruth Henderson, F. J. Weersing. Panel: Prudence Cutright, Helen Hay Heyl, Irving R. Melbo, I.

Jewell Simpson, W. W. D. Sones, R. E. Tidwell, L. S. Tireman, and J. G. Umstattd.

Sunday, February 25, 8:30 A.M. Parlor A, DeSoto Hotel. Breakfast Meeting of the Executive Committee. This session will continue through luncheon into the early afternoon.

Sunday, February 25, 2:00 P.M. Committee Room 3-A, Municipal Auditorium. Meeting of a group interested in the role of field trips and other direct utilization of community resources at all school levels. John A. Bartky and William W. Wattenberg in charge.

Monday, February 26, 9:00 A.M. Municipal Auditorium, Committee Room 4-D. State Curriculum Programs. Program being arranged by Edgar M. Draper, Chairman of the Committee on Regional Conferences and Meetings.

Tuesday, February 27, 9:30 A.M. Assembly Hall 4, Municipal Auditorium. Newer Instructional Practices of Promise. Joint Session with the Department of Supervisors and Directors of Instruction. Speakers: Helen Heffernan, Kate Wofford, Irvin A. Wilson, and Mildred English.

LOCAL COOPERATION IN MISSOURI CURRICULUM PROGRAM

By L. A. Van Dyke
Missouri State Department of Education

THE RENEWED emphasis on the development of secondary curricular materials and activities in Missouri began late in the 1937-38 school year. Major attention was devoted to an orientation program and to perfecting a working organization. During the

1938-39 school year, emphasis was placed on a program of state-wide discussion groups devoted to curricular problems and upon the preparation of any materials which may be desirable.

Early in 1938 a committee was appointed to develop a statement of philosophy and purposes for secondary education in Missouri. The committee submitted a tentative statement late in the 1938-39 school year and numerous discussion groups then were asked to consider this statement and to submit suggestions for its modification. Over 400 of Missouri's 954 high schools responded to a questionnaire sent to them in order to encourage suggestions for the revision of the committee's statement of philosophy. The statement then was revised in light of the suggestions received and officially approved by the Educational Conference in the spring of 1939.

A general planning committee was organized in the spring of 1939 to plan the work of revision and to develop a statement of design for secondary schools in the state. Some of the chief problems facing the Planning Committee are as follows: 1. to define the curriculum; 2. to define a general and differentiating curricular program for secondary schools; 3. to agree upon the place of subjects as such in the curriculum; 4. to define the functions of the program of studies and of administrative and allied agencies; 5. to agree upon learning areas; 6. to determine the organization for production work.

The General Planning Committee has recommended that the following seven learning areas should define the program of studies for Missouri high schools: 1. language arts; 2. social studies; 3. mathematics; 4. natural sci-

ences; 5. fine arts; 6. practical arts; 7. health and physical education. Production committees have been organized in each of these areas and the work of developing suggested materials and activities which may serve to give the curriculum a sense of direction is now in progress.

Several schools in the state have begun an extensive study of their pupil personnel, emphasizing not only the results of various aptitude and intelligence tests, but the educational history of pupils, health examinations, and a study of home conditions. While a number of high schools in the state have made these data available to teachers over a period of years, many schools have not. It would seem that a study of this type should be an essential prerequisite to any intelligently planned curricular program. It is especially important that high schools with a large number of nonresident pupils make a greater effort to secure these data.

Other schools are making a follow-up study of pupils who have withdrawn before graduation and of graduates. Many interesting and helpful suggestions for planning local curricular programs are being obtained through these studies and it seems apparent that they are worth the time and effort required to make them.

Three schools are planning a survey of local community needs and resources. These schools plan to include in their surveys a study of occupational needs, recreational facilities, opportunities and needs for moral education, civic education, and major social problems in the community.

Several schools are conducting faculty study conferences on curricular problems. These conferences are de-

voted to various local curricular problems and utilize a number of different approaches and activities. Two schools are studying teaching procedures in their schools and are attempting to improve instructional aids such as reference materials, visual aids, laboratory equipment, etc.

Other schools are making a study of the extent and probable cause of course failures. Although many schools in the state now have the results of such studies available, a large number do not and a project of this sort should prove extremely helpful in adapting the local curricular program to the needs of individual pupils.

Ten schools have requested permission, and have submitted tentative plans, for conducting various curricular experiments. Four of these schools are experimenting with plans for differentiating instruction. One school is conducting an interesting experiment in teaching mathematics by a procedure which emphasizes individual laboratory work. Two schools in northeast Missouri have reorganized their advanced work in commerce so as to coordinate the work in type-writing, office practice, and secretarial training more effectively.

Several schools are experimenting with an integrated program in English and social studies which should provide some valuable results for other schools in the state.

These experiments have been carefully planned and in most cases, provision has been made to report the results to the State Department of Education. None represents mere curricular tinkering to meet some administrative emergency such as an unexpected increase in enrollment or ad-

justments made necessary by changes in teaching personnel.

In addition to these studies and experiments by local school systems a number of individual teachers have agreed to develop experimental units in their classes and to report the results to the state curricular committees. It is only through a policy of cooperation between the state committees and local school systems that a program of maximum value to all of the schools in the state can be developed.

A COMPREHENSIVE CONCEPT OF EVALUATION—A REPLY

By Paul R. Grim

Western Washington College of Education

DR. ERNEST O. MELBY, writing in the November number of the CURRICULUM JOURNAL, pointed out many weaknesses of evaluation. His article was critically stimulating, and should bring test technicians to appraise their work more carefully. His comments and criticisms should help clarify the place of evaluation in the educative process. One must agree with Dr. Melby that evaluation "take on an organismic concern with the life of the individual as it is lived in school and community."¹ Yet this writer feels that Dr. Melby made a number of doubtful assumptions, described evaluation as it was a decade ago rather than now, and thereby overlooked many recent contributions to appraisal being made by our public schools and teacher-training institutions. Let us examine each of his three major points briefly.

¹"A Comprehensive Concept of Evaluation," p. 300. Curriculum Journal, Vol. X, No. 7 (November, 1939).

In criticizing the place of evaluation in *child study*, Melby stated that the measurement worker has been mainly concerned with subjects studied by boys and girls, rather than the children themselves. We must grant this atomistic character of educational appraisal to perhaps 1928 or 1930. It was based upon two assumptions: first, that only objective skills and information could be measured accurately, and second, that such objective data served as a reliable index concerning the achievement of other more intangible objectives.² Both of these assumptions have been rather definitely disproved in the last few years.³ Since about 1930, progressive evaluators under the general guidance and influence of Dr. Ralph W. Tyler have been *starting* their appraisal with the problems and needs of the individual pupil. This new approach to evaluation is fundamentally based upon the changes in pupil behavior which represent the achievement of the desired objectives.⁴ Hence, in current appraisal, emphasis is being placed upon the pupil and not the subject. Moreover, evaluation today consists not only in giving tests, but in the collection of all possible evidence of growth or difficulty in achieving significant educational goals. Instruments and techniques for these purposes are rapidly increasing, as the evaluation of the Eight-Year Study of the Progressive Education Association reveals.⁵

²Wood, Ben D., *Measurement in Higher Education*, p. 163. Yonkers-on-Hudson, N. Y.: World Book Co., 1923.

³Tyler, R. W., *Constructing Achievement Tests*, p. 5. Columbus, Ohio: Ohio State University, Bureau of Educational Research, 1933; Wrightstone, J. Wayne, *Appraisal of Newer Elementary School Practices*, p. 216-217. New York: Bureau of Publications, Teachers College, Columbia University, 1938.

⁴Tyler, op. cit., p. 32.

⁵See Biddick, Mildred L., "Developments in Denver Secondary Schools," p. 306. *Curriculum Journal* (November, 1939).

Dr. Melby, in criticizing the statistical approach for preoccupation with measures of central tendency rather than individual personalities, stated that measurement had not given any techniques for the study of individuals. He believed that evaluators were generally slaves to objectivity. One must admit that in the past his statement was generally warranted. He said further "... we have trained ourselves to study what children put on paper, but we have forgotten to look at the children who do the writing. Teachers have not been trained to observe child behavior."⁶ This is obviously an overstatement today, for in many schools the child is carefully studied. For example, Miss Mildred Biddick, writing in the same number of the *CURRICULUM JOURNAL* as Dr. Melby, described evaluation in the Denver high schools "in terms of the contribution to personal growth and social living." They use a cumulative record system in recording data "... of development in the individual abilities and the social adjustments of the child over a long period of time."⁷ Certainly this practice does involve a considerable degree of child study.

In the field of teacher education, we also find many institutions giving training in the study of the individual. Ohio State University is developing a program in which the student studies the child and collects various kinds of data about his problems and needs.⁸ In the writer's own institution, Western Washington College of Education,

⁶Melby, op. cit., p. 300.

⁷Biddick, op. cit., p. 306.

⁸A description of these experimental procedures in teacher preparation will be published in ten numbers of the *Educational Research Bulletin* this year, made possible through the cooperation of the Commission on Teacher Education of the American Council on Education.

student teachers in social science collect daily anecdotal records of significant pupil behavior, indicate the objective to which it relates, and finally interpret it in terms of the desired behavior.

Under the heading, *Studying the Life of the School*, Dr. Melby attacked the early measurement worker for refusing to concern himself with basic educational philosophy when constructing tests, and in emphasizing end results rather than concurrent activities.⁹ His whole discussion under this topic is apparently based on the assumption that these early conditions still dominate modern practices of evaluation. Such an assumption is quite unwarranted and untenable. Tyler's emphasis has always been upon the *objectives held significant* by the teachers constructing the test. He begins with philosophy—by asking "What are the objectives you are attempting to achieve?" and "What kind of pupil behavior does the achievement of these objectives imply?"¹⁰ Techniques developed in the Thirty School Experimental Study are definitely concerned with problems of learning as well as with end results. Such tests do not exaggerate subject matter mastery, since they are constructed for each important objective and thus are directly based upon the nature of the curriculum itself.¹¹ Dr. Melby stated: "We have no way of going into the schools and observing what is taking place and preparing meaningful reports concerning its educational activities."¹² Miss Biddick replied that in

Denver they had attempted to evaluate attitudes, interests, and habits, as well as skills and facts, and sent home comprehensive reports dealing with the adjustments and problems of the individual.¹³

Finally, Dr. Melby stated (under *The Study of Society*) that the undue emphasis placed upon the mastery of subject matter by the measurement movement, at the expense of other worth-while goals, had been "one of the main forces in contributing to the downfall of democracy in our educational system."¹⁴ One must agree, in the main, that competition over grades, marks, and honors arising from objective subject matter tests have not contributed much toward cooperation and common interests among pupils. We have attempted to point out, however, that this competitive basis is no longer accepted among present leaders in evaluation. And surely one could also blame the vested interests of textbooks, pressure groups, college entrance requirements, administrative expediency, etc., as being equally potent factors in making democracy difficult in our schools.

The modern school does study its community and relate its program directly to local needs.¹⁵ The comprehensive appraisal program recognizes this trend, and points out various methods of utilizing more meaningful experiences in understanding community life. For example, the careful appraisal of the field trip of the eleventh grade of Lincoln School, Teachers College, Columbia University, to the center of the coal mining and steel industries revealed remarkable growth

⁹Melby, op. cit., p. 301.

¹⁰Tyler, op. cit., p. 31.

¹¹Tyler, R. W., "Defining and Measuring Objectives of Progressive Education," p. 12. Educational Research Bulletin, Vol. XIV (January 16, 1935).

¹²Melby, op. cit., p. 302.

¹³Biddick, op. cit., p. 307.

¹⁴Melby, op. cit., p. 302.

¹⁵Biddick, *ibid.*

in understanding, thinking, and consistency in point of view.¹⁶ Thus, in conclusion, we believe that modern comprehensive evaluation does concern itself with the whole personality of the child, and with the life of the school and society; hence, it is making a real contribution toward education for democracy.

NEBRASKA HIGH SCHOOL PROGRAM

By F. E. Bowers

Nebraska State Department of Education

THE SUPERINTENDENT of Public Instruction in the State of Nebraska recently called together the members of the Scope Committee for the purpose of formulating a statement of problems basic to the improvement of the high school program in Nebraska. The membership of the Scope Committee included representatives of the following groups: institutions of higher learning; high schools; county superintendents; State School Boards Association; and Nebraska Congress of Parents and Teachers. The following statement was drawn up by the Committee:

"Recognizing the necessity of utilizing funds available for educational purposes as efficiently as possible and greatly increased enrollment in secondary schools in recent years, we propose:

"1. To study the implication for instructional purposes of such facts as: (a) the great increase in high school enrollments; (b) the wide range in ability and interest now represented by the pupils enrolled in high school; (c) the large number of pupils who

begin high school work, but drop out before graduation; (d) the small proportion of pupils carrying the college preparatory course who go on to college; (e) the small number of pupils prepared for vocations; (f) the present shortage of skilled workers in Nebraska; (g) the need of pupils after withdrawing or completing program and before employment.

"2. To study and recommend sound vocational and other educational guidance and counseling plans in all high schools.

"3. To study and recommend the improvement of the fundamental courses essential for all, recognizing the necessity of meeting entrance requirements for those desiring college training.

"4. To consider and recommend, where feasible, methods of including practical or vocational training for those who will not continue in college.

"5. To consider the effectiveness of health, safety, and homemaking training, and recommend improvements.

"6. To study and recommend better preparation of boys and girls to meet the industrial and developmental requirements of the State of Nebraska; particularly to study and recommend a more adequate program to prepare the youth for citizenship in a democracy—under prevailing conditions of current unrest, economic uncertainty and world strife.

"7. To study geographic, climatic, industrial, and employment conditions with a view to conforming instruction to the needs of the state.

"8. To facilitate local analysis of community needs and conditions, with a view to adapting the courses of in-

¹⁶Baker, G. Derwood, "An Eleventh-Grade Field Study: The Coal Industry," pp. 173-188, and Rath, Louis, "Some Evaluations of the Trip," pp. 189-208. Educational Research Bulletin, Vol. XVII. (October 19, 1938.)

struction offered so as to best meet those needs.

"9. To study possibilities of correspondence courses as a means of enriching the offerings in high schools of the state.

"10. In line with the tradition of local control in Nebraska, it is the judgment of the committee that the most valuable results are obtained through activity by the local communities. In keeping with this viewpoint, recommendation is made that communities give consideration to introducing the stimulation inherent in the procedures of the Cooperative Study of Secondary School Standards and local discussion groups.

"11. We urge the fullest utilization of all research and factual studies already made which have a bearing upon the problems raised.

"12. The committee submits the foregoing tentative statement and, in view of the importance of the definition of problems before solutions are attempted, it is recommended that further study be followed by a report at a later meeting of the Scope Committee."

CURRICULUM BUILDING AT FORDSON

By Ervin Howard

Assistant Superintendent of Schools
Fordson, Michigan

EIGHT YEARS ago seventy pioneers of Fordson's teaching staff began to give serious consideration to the improvement of the courses of study used by our classroom teachers. Since that time, as many as two hundred fifty Fordson teachers have worked at the same time on one of the many curriculum committees. During this time forty-five courses have been published. Forty of the original com-

mittee of seventy teachers are still active in curriculum work. Fordson teachers have always given generously of their time to this extra work on courses of study. Most of the committee work has been done after school on the teacher's own time. Some committees work in the evenings or on Saturdays.

Our own Bureau of Educational Results and Research has continuously given our curriculum construction program very excellent guidance. Our own department heads have been directly responsible for the construction of teaching units in the various departments. In addition, we have had the frequent advice of a number of nationally recognized curriculum experts, including Dr. Bernice E. Leary of the United States Office of Education, Dr. Raleigh Schorling of the University of Michigan, and Dr. Francis D. Curtis of the University of Michigan. We have also had helpful visits by Mr. J. C. Parker and Mr. G. Robert Koopman of the Michigan State Department of Education.

Every course of study produced in the Fordson schools must receive the approval of a curriculum council consisting of the Superintendent of Schools, the Assistant Superintendent, representatives of the administrative staff, and of the elementary, junior, and senior high schools. After this approval, the course of study may be published and then becomes official for all the schools concerned. Some of the courses of study recently published are: Safety Education, Handwriting, Elementary Science, Junior High School Science, Reading, Kindergarten, Art and English, with emphasis on integration, especially in English and Social Studies. The direction of

this work is delegated to the Assistant Superintendent.

In all departments and divisions of the Fordson District there is a distinct trend toward integration. This is largely a result of a number of years of study of the problem of correlation in the various departments. Much progress toward integration has been made due to a mutual understanding and cooperation between departments and curriculum committees.

Basic philosophies have been agreed upon by department committees and a number of departments are agreeing upon a common philosophy of education. Among the departments active in this program are social studies and English; science, industrial education, and homemaking with art; handwriting with all other subjects; safety education; and integration in the kindergarten curriculum. Plans are now under way with integration as the ultimate goal. A core curriculum for English and social studies is now in the experimental stage and holds great promise to all departments interested in an integrated curriculum.

The Assistant Superintendent has charge of supervision and program of studies, and the work of this office is aimed directly at the improvement of instruction. The office of the Assistant Superintendent, the Bureau of Educational Results and Research, and the Curriculum Workshop occupy adjoining rooms. Although these rooms are not large enough, they constitute a unique arrangement for carrying on practical laboratory work based on our own curriculum problems.

Our curriculum laboratory contains many professional books and periodicals, a complete file of current textbooks, our local courses of study, out-

standing courses of study of the United States, and other publications needed to aid in solving any particular curriculum problem. These require a great deal of classifying and cataloging, but the results attained justify the added expense.

We have a permanent file of 1,500 textbooks in the Curriculum Workshop. Teachers may study these books at any time and rate them accordingly. If a book seems to merit further consideration, it is put in the hands of a teacher of a particular subject. When a considerable number of teachers recommend a textbook, copies are then supplied for curriculum committees. These committees examine the book with great care and over a considerable period of time. If the textbook is approved by a curriculum committee, they may recommend that it be experimentally used in the classroom. After successful classroom use, for no less than a semester, this textbook may be submitted for placement on the approved list of textbooks and finally adopted by the Board of Education.

COOPERATIVE CURRICULUM STUDY IN SANTA MONICA

By M. Evan Morgan
Curriculum Counselor, Santa Monica City Schools

IN SEPTEMBER, 1938, Superintendent Percy R. Davis, with his Administrative Council, composed of classroom teachers, set up a Curriculum Council to study problems in this field for the entire system from kindergarten through the junior college. Dr. Elmer C. Sandmeyer was appointed as counselor. The term "counselor" rather than "director" was chosen deliberately.

Many features of the study indicate the superintendent's belief in democracy. Among these are the Administrative Council itself, the fact that outlines rather than courses of study are developed, and the important place given to the teacher in planning as well as carrying out studies. Studies undertaken to date include reading at all levels, arithmetic in the elementary school, social science and English through the junior high school, health and physical education at all levels, and unit sequence in the elementary school.

We endeavor to capitalize on the leadership which already exists among our teachers. We believe that newer methods are of no value except as they are understood and accepted by those who must practice them. Our philosophy carries a conviction that there are many roads to learning and that no study should interfere with the teach-

er's opportunity to develop his own individual method to fit the personalities of his students.

Our objective is a teacher personnel free to continue practices which experience has shown to be effective; and receptive to suggestions for change growing out of their own and others' studies. We encourage teachers to report methods or devices with which they have had exceptional success, and endeavor to give credit for their findings.

The studies immediately before us include: articulation of our program at all levels; guidance; visual education; speech instruction; reduction of pupil-teacher contacts and consequent lengthening of these contacts; expansion in the high school program; and such others as teachers may develop. We shall be glad to correspond with others interested in any of these fields.



CURRICULUM RESEARCH

CARY, MILES ELWOOD — *Integration and the High School Curriculum*. Columbus: Ohio State University, 1937. Doctor's dissertation.

The idea of integration in curriculum reconstruction, while based upon certain physiological and psychological considerations, has tended to be identified in one way or another with the social purposes and programs of the school. It is not surprising, therefore, to find in this study that the integration movement in secondary education has been along three lines, all of which are social in character: (a) programs based upon some conception of a predetermined social pattern; (b) programs that are intended to help the adolescent understand the world in which he lives, but which overlook the importance of values as standards of judgment; and (c) programs that emphasize reflective thinking and co-operation.

An examination of these programs discloses that the basic issue is authoritarianism versus democracy. The author places the weight of his argument on the side of democracy, and at the same time makes suggestions for organizing the secondary curriculum in such a way as to promote the democratic integrating process. The outlines of his suggestions are as follows: make democracy the underlying theme of the curriculum, provide for co-operative work, stimulate reflective thinking, and make the problems of pupils the organizing centers of study. The important consideration is that provision be made for pupils to practice democracy and for them to become conscious of what is implicit in such practice.

B. O. S.

LACK, ELEANOR—*Literature for Two-Year-Old Children*. Iowa City: University of Iowa. Studies in Child Welfare, Vol. XIV. Studies in Preschool Education, 1937.

It is becoming more and more evident that the quality and range of the child's experiences before beginning to attend school are very important factors in determining the effects of the school. It now seems clear that the responsibilities of the curriculum worker reach down into preschool life. One of the curricular problems at this level is to ascertain the kind, amount, and range of experience for very young children. The present study is a contribution to this problem in that it attempts to discover the reactions of two-year-old children to certain selected stories.

The study involves forty-five children ranging in chronological age from one year eight months to three years five months, and in mental age from two years four months to four years ten months. Forty-five stories written especially for this age level were selected and read to the children under controlled conditions. The reactions of the group to stories suited to four-year-olds were used as a check upon the results. Responses to the stories were recorded by means of the revised Mantor blank.

The results indicate, among other things, that two-year-olds are less responsive to stories suited to four-year-olds and that the two-year-olds are discriminative in their story preferences. It is pointed out that there is need for determining the characteristics of stories suited to this age level.

B. O. S.

MANTOR, MARJORIE—*An Objective Method for Recording Three- and Four-Year-Old Children's Enjoyment of Stories, Particularly Applied to a Study of Fanciful and Realistic Stories*. Studies in Preschool Education I, Studies in Child Welfare, Vol. XIV, No. 346. Iowa City: University of Iowa, 1938.

At the present time little is known about what stories preschool children enjoy, and, as a result, selection of stories is often based upon what adults think should be read. This study is concerned with devising a technique whereby the responses of children to stories can be objectively recorded and classified. The ultimate goal is to arrive at a set of criteria by which to select stories for preschool children.

The reactions of children to selected stories were recorded under controlled conditions. Two types of stories—fanciful and realistic—were used. The stories were first grouped into these categories by the experimenter. Then they were submitted to a group of judges for final classification. Control of conditions was effected by equating the stories with respect to literary merit, length, and by training the recorders and the storyteller. The procedures of presenting the stories and of recording the responses were made as uniform as possible. The background of the children and their intelligence quotients were known.

Among other things, the results indicate that there is no difference between the two age groups (three- and four-year-olds) with respect to types of stories preferred. Realistic stories have as much appeal as do fanciful stories, although the literary quality of the former was judged to be inferior to the latter.

B. O. S.

RUSSELL, HARRY JAMES—*Trends and Techniques in the Construction of Reading Materials for the Modern Foreign Languages*. Columbus: Ohio State University, 1938. Doctor's dissertation.

In this study the author investigated the advantages of certain materials of instruction, comparing the relative effectiveness of materials and procedures based upon principles set forth in the reports of the Modern Language Investigation with materials not based upon such principles.

A preliminary analysis disclosed that reading materials for elementary instruction in modern languages are not well suited to the acquisition of the reading adaptation. As a rule, such materials do not take account of word density, vocabulary difficulty, word frequency, and repetition of words. Furthermore, they fail to provide exercises suited to the development of reading comprehension and to an increase in vocabulary, and make no provision for the introduction of basic idioms.

With these deficiencies in mind the investigator proceeded on the assumption that more suitable materials could be prepared and tested experimentally. In general the procedure was to prepare materials of instruction and to test their fitness by trying them out under controlled conditions. The subjects were college freshmen enrolled in Spanish. The experimental materials consisted of a graded Spanish reader with accompanying exercises and vocabulary index prepared by the investigator, together with selected books. The reader was constructed so that it began with a word-level of about 400 most frequently used words and advanced in easy stages to a 1,500 word-

level. The density of new words was carefully prepared so that there were few new words per total running words. A modified direct-reading method was followed in the experimental group.

The results of the experiment show that college freshmen taught by the direct-reading method in which the simplified and graded materials were systematically used learned to read better and more efficiently than those in the control groups, read more than three times as much during the year as those in the control sections, and began to read much earlier.

B. O. S.

ESKRIDGE, L. J. JR.—*Growth in Understanding of Geographic Terms in Grades IV to VII*. Duke University Research Studies in Education, No. 4. Durham, North Carolina: Duke University, 1939. 67 p.

Growth in understanding the vocabulary of geography has long been recognized as an important factor in the study of that subject. Most of the research studies of geographic terms, however, have been concerned with listing and counting the terms or with the results of tests based upon

such listings. The present study differs from these in that it attempts to get at the progressive development of pupils from grade to grade with respect to the understanding of geographic terms.

Approximately 405 pupils taken from grades four to seven were used in the study. Data concerning these pupils were obtained by means of tests, some of which were multiple choice, identification, and essay in form. The geographic terms employed in the study were taken from geography texts used in the public schools.

From an analysis of the data the following factors were found to influence growth in understanding of terms: amount and kind of experience, level of attainment in geography, mental age, and ways in which meanings of terms are verbalized. It seems that growth in understanding proceeds by an increase in number of different kinds of meanings, substitution of basic for associated meanings, development of comprehensive meanings, and reduction of errors arising from a confusion due to similar sounds of terms, etc. The study points to the need for more careful planning of instruction in geographic terms.

B. O. S.



REVIEWS

THAYER, V. T., ZACHRY, CAROLINE, B., AND KOTINSKY, RUTH—*Reorganizing Secondary Education*. New York: D. Appleton-Century Company. 1939. 483 p. \$2.75.

Reorganizing Secondary Education, written by V. T. Thayer, Caroline B. Zachry, and Ruth Kotinsky for the Commission on Secondary Education of the Progressive Education Association, is a philosophy of education, an examination of the nature and needs of adolescents, and an outline of a program for the organization and administration of the secondary curriculum. The book is divided into sections or parts dealing with reasons for the reexamination of secondary education, the theoretical foundations upon which reorganization depends, meeting the needs of adolescents in a democracy, and organization and administration. Although a joint product, the text is excellently integrated.

While the book is one not easily described in a few sentences or paragraphs, the fundamental ideas or theses may be mentioned. The goal of education is the democratic way of life. In the process of reaching the goal, recognition must be given to the worth of the individual. This means that the individual, including his wishes and desires and his intellectual, social, physical, and mental life, which in integration constitute personality, be understood. Social institutions are of value when they promote the worth of the individual. However, learning takes place in a social situation or context so that a "reciprocal relationship" is maintained between the group and the individual. Intelligence must be given free play so that the individ-

ual may without restraint encounter the problems or issues of the social order in which he lives. Only in this way will he be able to shape and reshape his experiences and points of view as required by a changing social order. Guidance, the most of which must be done by teachers rather than by experts, aids the pupil in the process. Administration depends upon the same principles rather than upon authoritarianism.

The demands of the times and a new conception of adolescence call for a reorganization of secondary education. A considerable portion of the book is given to an analysis of personality and of the needs of adolescents in a democratic society. Needs are classified as those found in immediate social relationships, in wider social relationships, in economic relationships, and in personal living. The significance of the activities and of the "subject matters" of the curriculum, as well as the application of the "new" psychology in organizing and planning learning experience, is shown through examples.

The book deserves the title *Reorganizing Secondary Education* rather than *Reorganizing Education* because the basic principles are applied to the area of adolescent education. The principles could, however, be adapted to any of the other educational levels or areas, provided teachers understand, accept, and have the ingenuity to apply the principles. How far this will occur it is unsafe to predict. Teachers are apparently not strongly interested in the principles of philosophy or psychology; they are much more likely to be attracted by

concrete suggestions on how to proceed in teaching-learning situations. Administrators not infrequently show the same disposition. Teachers as well as administrators must be thoroughly imbued with the point of view and with the principles set forth if the type of education for which the authors stand is to be achieved. Granting that the point of view and the principles contained in the book are sound—and the careful reader will be likely to conclude that bedrock has been reached in most instances—a long program of reorganization lies ahead. With this the authors would probably agree, for they repeatedly refer to the secondary school as an institution in which practices are in need of modification.

The idealism and the faith of the authors in education are inspiring. On the other hand, one may well ask how far the idealism will influence present practices, especially when it is remembered that practices developed over a long period are firmly entrenched in the secondary school. In light of the numerous non-school agencies which exert a powerful influence upon the dispositions and personalities of adolescents, one may also ask how much responsibility the school can and should assume in this regard. These and other questions will probably receive attention in other publications of the Commission on Secondary School Curriculum. In *Reorganizing Secondary Education*, the authors set for themselves a task which they achieved with remarkable clarity and vision.

AUBREY A. DOUGLASS
California State Department
of Education

REYNOLDS, MARTHA MAY—*Children from Seed to Saplings*. New York: McGraw-Hill Book Company, Inc. 1939. 328 p.

With the constant advance made by research workers in the field of psychology and with an accumulation of studies that throw light on various aspects of the growth of children, teachers, parents, school librarians, social workers, and others directly responsible for child welfare are continually asking:

"What are the concepts about child development which seem to be reasonably well established by research to date?"

"What activities of teachers (of school librarians or of other persons responsible for children) lead them to better understand children?"

Children from Seed to Saplings, by Martha May Reynolds, is one of the most successful attempts which this reviewer has found to help students of children learn how to observe children intelligently, and then turn to the findings of authoritative studies for a basis of interpreting what has been observed. The steps in the process as Miss Reynolds has developed them include the following: observation of a particular child in action, scientific evaluation of what has been observed, practical application of these findings in guiding the child, and, perhaps more important, in guiding oneself in relationships with the child or in making personal adjustments.

There is no attempt in *Children from Seed to Saplings* to tell us exactly what to expect of children at different ages and under different conditions, but rather to bring together in one vividly written volume much helpful material

that has resulted from scientific research and from clinical observation.

Beginning before birth and tracing through the period of the seventeen-year-olds, this book attempts to bring us a fairly complete and well-balanced picture of continuous growth. Where gaps in our knowledge about children still wait upon future research, this is emphasized. One of the most valuable features of the book is the observational techniques which are outlined in the various appendices. Intended to serve as a guide for the scientific study of children, this book should not only prove a helpful aid to all adults in understanding children, but should also aid them in better understanding themselves. It is written in informal chatty style, and the format is such that the book is readily useful both for general reading and for reference purposes.

HELEN HAY HEYL

New York State Education
Department

TYLER, I. KEITH—*Spelling as a Secondary Learning*. New York: Bureau of Publications, Teachers College, Columbia University, 1939. Doctor's dissertation. 116 pp. \$1.60.

The fact that a child learns many things at once—that while he is learning something in mathematics, for example, he is also learning to like or to dislike the subject, to like or to dislike the teacher, and so on, has been recognized for sometime. But an experimental determination of the instructional conditions under which such desirable secondary learnings are most apt to occur is still an unfinished task. The present study undertakes to

establish these conditions for the acquisition of the ability to spell certain unusual words when spelling is treated incidentally in fifth grade social studies.

The experiment was carried out in two Maryland counties. It involved three equivalent groups in one county which were equated with one control group in another county. The number of cases used in each group ranged from 151 to 274.

The experimental procedure consisted essentially of setting up the equivalent groups and preparing a spelling test of unusual words. By unusual words is meant those that occur in the social studies materials which are not found in the 3,000 commonest words that comprise the spelling curriculum of the elementary school. This test was given at the beginning of the experiment and then again at the end some fifteen weeks later. The difference in gain between experimental and control groups was attributed to the difference in the way in which the instructional materials were organized and taught, since this was the experimental factor. In the experimental groups the social studies were organized into activity units and covered subject matter from history, geography, and other fields, and the teaching procedure emphasized a wide variety of pupil activities, including extensive reading of books, magazines, and pamphlets. In the control group history and geography were taught as separate subjects organized and presented in a traditional manner.

The results of the study show that the pupils who took the unified course in social studies and were taught by means of units involving wide reading and other activities gained more in

spelling ability with respect to unusual words than did pupils who were taught history and geography by traditional textbook procedures.

Pupils of the experimental group who were in the upper fifth in mental capacity showed much greater gains in ability to spell unusual words than the average students in this group. The same results hold good for pupils in the upper fifth in reading ability, in general spelling ability, and in performance on the special spelling test. Whereas the children in the lowest twenty per cent in mental capacity gained about the same amount as similar children in the control group, although the pupils in the lowest fifth in general spelling ability showed more gain than did similar children in the control group, and the same is true for those in the lowest fifth in achievement on the special spelling test.

The fact that slow learners gained less from the experimental conditions than did the fast learners led the author to suggest that the former were not in position to profit as much from the various activities and that social-studies teachers should perhaps provide remedial work for children who are deficient in reading and spelling and that they should also give attention to the desirability of special learning activities for this group.

This is a significant study quite apart from its contribution to our knowledge of the teaching of spelling, in that it throws light upon the whole question of incidental learning and points the way to further research in this area. The curriculum worker will find in it new and perhaps unsuspected support for unified courses and activity units.

B. O. S.



NEW PUBLICATIONS

BOOKS

- BOYER, LEE EMERSON—*College General Mathematics for Prospective Secondary School Teachers*. State College, Pennsylvania: School of Education, Pennsylvania State College. 1939. 106 p. Paper covers.
- BRIGGS, THOMAS H. AND FRENCH, WILL, Editors—*Education for Democracy*. Proceedings of the Conference on Education for Democracy. New York: Bureau of Publications, Teachers College, Columbia University. 1939. 466 p. \$2.50.
- BROENING, ANGELA M., Chairman—*Conducting Experiences in English*. English Monograph No. 8, National Council of Teachers of English. New York: D. Appleton-Century Company. 1939. 394 p. \$2.25.
- BROOKS, FOWLER D., Editor—*The Study of College Instruction*. Yearbook XXVII of The National Society of College Teachers of Education. Chicago, Illinois: University of Chicago Press. 1939. 314 p. Paper covers. \$1.50.
- BROOM, M. E.—*Educational Measurements in the Elementary School*. New York: McGraw-Hill Book Company. 1939. 434 p. \$3.00.
- CLAPP, ELSIE R.—*Community Schools in Action*. New York: The Viking Press. 1939. 429 p. \$3.75.
- CURTIS, FRANCIS D.—*Third Digest of Investigations in the Teaching of Science*. Philadelphia, Pennsylvania: P. Blakiston's Sons and Company. 1939. 419 p.
- DIX, LESTER—*A Charter for Progressive Education*. New York: Bureau of Publications, Teachers College, Columbia University. 1939. 107 p. \$1.60.
- FREDERIC, KATHERINE A.—*State Personnel Administration*. With Special Reference to Departments of Education. Advisory Committee on Education, Staff Study No. 3. Washington, D. C.: Superintendent of Documents. 1939. 271 p. Paper covers. 35 cents.
- HUNT, ROLFE LANIER—*A Study of Factors Influencing the Public School Curriculum of Kentucky*. Contribution to Education No. 254. Nashville, Tennessee: George Peabody College for Teachers. 1939. 231 p. Paper covers.
- JONES, ARTHUR J., GRIZZELL, E. D., AND GRINSTEAD, WREN JONES—*Principles of Unit Construction*. New York: McGraw-Hill Book Company. 1939. 232 p. \$2.00.
- KANDEL, I. L., Editor—*The Meaning of a Liberal Education in the Twentieth Century*. Yearbook, 1939, International Institute of Teachers College. New York: Bureau of Publications, Teachers College, Columbia University. 1939. 364 p. \$3.70.
- LABORATORY SCHOOLS, UNIVERSITY OF CHICAGO—*Science Instruction in Elementary and High School Grades*. Chicago, Illinois: University of Chicago. 1939. 232 p. Paper covers. \$1.75.
- MCCAUL, MARGARET E.—*Guidance for College Students*. Scranton, Pennsylvania: International Textbook Company. 1939. 231 p.
- MICHENER, JAMES A., Editor—*The Future of the Social Studies*. Cambridge, Massachusetts: National Council for the Social Studies, 13 Lawrence Hall, Kirkland Street. 1939. 178 p. Paper covers.
- NESTRICK, W. VIRGIL—*Constructional Activities of Adult Males*. Contribution to Education No. 780. New York: Bureau of Publications, Teachers College, Columbia University. 1939. 128 p. \$1.60.
- PHILLIPS, BURR W., Editor—*In-Service Growth of Social Studies Teachers*. Tenth Yearbook. Cambridge, Massachusetts: National Council for the Social Studies, 13 Lawrence Hall, Harvard University. 1939. 187 p. Paper covers. \$2.00.
- REYNOLDS, MARTHA MAY—*Children from Seed to Saplings*. New York: McGraw-Hill Book Company. 1939. 337 p. \$2.50.
- SHULTZ, HAZEL—*Housing and the Home*. New York: D. Appleton-Century Company. 1939. 420 p. \$2.00.
- WOODWORTH, ROBERT S.—*Psychological Issues*. New York: Columbia University Press. 1939. 421 p. \$3.50.

PAMPHLETS

- ABERDEEN PUBLIC SCHOOLS—*Supervisory and Administrative Programs, 1939-1940*. Aberdeen, South Dakota: Public Schools. 1939. 55 p. Mimeographed.
- ALLEGANY COUNTY PUBLIC SCHOOLS—*A Bulletin of Free and Inexpensive Teaching Aids for Junior and Senior High Schools*. Cumberland, Maryland: Allegany County Board of Education. 1939. 88 p. Mimeographed. 50 cents.
- AMERICAN COUNCIL ON EDUCATION—*Films on War and American Neutrality*. Current Bibliography No. 1. 16-mm. Sound Films. Washington, D. C.: American Council on Education, 744 Jackson Place. 1939. 44 p. Mimeographed. 25 cents.
- ARKANSAS STATE DEPARTMENT OF EDUCATION—*Problems of Negro Health in Arkansas*. Little Rock, Arkansas: State Department of Education. 1939. 112 p. Mimeographed.

- ASHMORE, HARRY—*An Experiment in Democracy*. Third Annual Report of the Greenville County Council for Community Development. Greenville, South Carolina: Greenville County Council for Community Development. 1939. 47 p. Paper covers.
- BARNES, HOMER F.—*Some Policies of the Kamehameha Schools*. Honolulu, T. H.: The Kamehameha School. 1939. 31 p. Paper covers.
- BARROWS, ALICE AND SIMONSON, LEE—*The School Auditorium as a Theatre*. United States Office of Education, Bulletin 1939, No. 4. Washington, D. C.: Superintendent of Documents. 1939. 51 p. Paper covers. 10 cents.
- BROOKS, MARY B. AND LITTLE, HARRY A.—*Student Teaching*. A Handbook for Use in the Program of Teacher Education. Mill-edgeville, Georgia: Georgia State College for Women. 1939. 43 p. Mimeographed.
- CAMPBELL, DOAK S. AND OTHERS—*Problems in Teacher Education, Volume IV. The Education of Teachers for Rural Schools*. Nashville, Tennessee: Curriculum Laboratory, George Peabody College. 1939. 125 p. Mimeographed. 50 cents.
- CHILDREN'S BUREAU, UNITED STATES DEPARTMENT OF LABOR—*Conference on Children in a Democracy*. Papers and Discussions at the Initial Session, April 26, 1939. Washington, D. C.: Superintendent of Documents. 1939. 149 p. Paper covers. 20 cents.
- DAMON, G. E.—*Teacher's Handbook in Consumer Education*. Revised Edition. Grand Rapids, Minnesota: Grand Rapids Herald-Review. 1939. 27 p. Paper covers.
- FRIZZELL, MARY MORROW—*Free Instructional Materials, Including Catalogs and Price Lists*. Murfreesboro, Tennessee: State Teachers College. 1939. 50 p. Mimeographed. 25 cents.
- FRY, VARIAN—*The Peace That Failed*. Headline Book No. 21. New York: Silver Burdett Company. 1939. 96 p. Paper covers. 25 cents.
- GABLER, WERNER K.—*Labeling the Consumer Movement*. Washington, D. C.: American Retail Federation, 1627 K Street, N. W. 1939. 58 p. Paper covers. 50 cents.
- GREENLEAF, WALTER J. AND BREWSTER, ROYCE E.—*Public High Schools Having Counselors and Guidance Officers*. Miscellaneous Publication 2267. Washington, D. C.: United States Office of Education. 1939. 39 p. Paper covers.
- K Aidanovsky, Samuel P. and Hervey, George W.—*A Study of Informative Labeling*. Washington, D. C.: Consumers Counsel Division, Agricultural Adjustment Administration, United States Department of Agriculture. 1939. 170 p. Mimeographed.
- LITTLE, CLARENCE C.—*The Fight on Cancer*. Public Affairs Pamphlet No. 38. New York: Silver Burdett Company. 1939. 31 p. Paper covers. 10 cents.
- MELDER, F. EUGENE—*State Trade Walls*. Public Affairs Pamphlet No. 37. New York: Silver Burdett Company. 1939. 32 p. Paper covers. 10 cents.
- NATIONAL RESOURCES COMMITTEE — *The Structure of the American Economy. Part I: Basic Characteristics*. Washington, D. C.: Superintendent of Documents. 1939. 396 p. Paper covers. \$1.00.
- NEW YORK WORLD-TELEGRAM—*How Is a Newspaper Made?* New York: World-Telegram. 1939. 42 p. Paper covers. Free.
- REINHARDT, EMMA, BEU, FRANK A., AND HAEPNER, RALPH—*Changes in the Student Body of the Eastern Illinois State Teachers College During the Ten-Year Period, 1925-26 to 1935-36*. Charleston, Illinois: Eastern Illinois State Teachers College. 1939. 52 p. Paper covers.
- SHOEN, HARRIET H. AND HUNT, ERLING M.—*Sidelights and Source Studies of American History*. Book One. New York: Bureau of Publications, Teachers College, Columbia University. 1939. 103 p. Paper covers. 90 cents.
- SOCIETY FOR CURRICULUM STUDY—*Building America*. Milwaukee, Wisconsin: E. M. Hale and Company, 5193 Plankinton Arcade. 30 p. Paper covers. 30 cents. Volume 5, No. 2: *Community Planning*, November, 1939; Volume 5, No. 3: *Advertising*, December, 1939.
- STEWART, MAXWELL S.—*Debts—Good or Bad?* Public Affairs Pamphlet No. 36. New York: Silver Burdett Company. 1939. 32 p. Paper covers. 10 cents.
- WOODS SCHOOLS, CHILD RESEARCH CLINIC—*Modern Science and the Exceptional Child*. Proceedings of the Fifth Institute on the Exceptional Child. Langhorne, Pennsylvania: Child Research Clinic, Woods School. 1939. 51 p. Paper covers.

CURRICULUM BULLETINS

- ALABAMA STATE DEPARTMENT OF EDUCATION—*Planning the Core Curriculum in the Secondary School*. Bulletin No. 7. Montgomery, Alabama: State Department of Education. 1939. 71 p. Paper covers.
- KANSAS STATE DEPARTMENT OF EDUCATION—*Suggestive Guidance Materials for Teachers in Developing a Core Program for Grades 1-14*. Bulletin No. 6. Topeka, Kansas: State Department of Education. 1939. 696 p. Paper covers.

KANSAS STATE DEPARTMENT OF EDUCATION—*Teachers' Guide to the Kansas Elementary School Program of Studies*. Topeka, Kansas: State Department of Education. 1939. 122 p. Paper covers.

LOS ANGELES COUNTY SCHOOL PUBLICATIONS—Los Angeles, California: County Schools. 1939. Mimeographed. Free.

Twelfth Grade Social Studies. Part I: A Course in Human Relationships. 26 p.

Twelfth Grade Social Studies. Part II: Current Economic Problems. 22 p.

Spending Your Spare Time. 10 p.

Getting Your Bearings. 51 p.

LOS ANGELES CITY SCHOOLS PUBLICATIONS—Los Angeles, California: City Schools. 1939. Mimeographed.

Parks and Recreational Centers. Community Life Series No. 1. 62 p.

The Civic Center. Community Life Series No. 2. 85 p.

Milestones and Landmarks. Community Life Series No. 3. 78 p.

McKINLEY HIGH SCHOOL—*Choosing to Live Intelligently Series*. Honolulu, Hawaii: McKinley High School. Paper covers.

How May I Participate Intelligently in McKinley Life? 1938. 88 p. 35 cents.

How May I Deal Intelligently with My Personal Problems. 1938. 76 p. 35 cents.

How Does Effective Communication Help Me to Live Intelligently? 1939. 127 p. 40 cents.

McKINLEY HIGH SCHOOL—*The Core Studies Teacher's Guide*. Objectives of the Core Studies Program at McKinley. Honolulu, Hawaii: McKinley High School. 1939. 82 p. Mimeographed.

MICHIGAN STATE BOARD OF EDUCATION—*Changing Secondary Education in the United States*. Report on a Survey of Modifications of Secondary Education. Secondary School Curriculum Study, Bulletin No. 2. Lansing, Michigan: State Board of Education. 1939. 72 p. Paper covers.

MISSISSIPPI PROGRAM FOR THE IMPROVEMENT OF INSTRUCTION—*Curriculum Reorganization in the Elementary School*. Bulletin No. 6. Jackson, Mississippi: State Department of Education. 1939. 366 p. Paper covers.

MISSISSIPPI PROGRAM FOR THE IMPROVEMENT OF INSTRUCTION—*Curriculum Reorganization in the Secondary School*. Bulletin No.

7. Jackson, Mississippi: State Department of Education. 1939. 368 p. Paper covers.

ROANOKE PUBLIC SCHOOLS—*Tentative Eighth Grade Materials for a Junior High School Core Curriculum of a Twelve-Year Revised Public School Course for Roanoke, Virginia*. Roanoke, Virginia: Public Schools. 1939. 277 p. Mimeographed. \$1.00.

THEODORE ROOSEVELT HIGH SCHOOL—*The Experimental Core Curriculum*. Des Moines, Iowa: Theodore Roosevelt High School. 1939. 12 p. Mimeographed.

WASHINGTON STATE DEPARTMENT OF EDUCATION—*The Reading Program in the Public Schools of Olympia, Washington*. Olympia, Washington: State Department of Education. 1939. 7 p. Mimeographed.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION—*Suggestive Guides for the Improvement of Instruction in Home Economics*. Madison, Wisconsin: Department of Public Instruction. 1939. Paper covers.

Area of Housing, 96 p.

Area of Foods and Health, 94 p.

Area of Family Relationships, 111 p.

Area of Clothing and Related Art, 76 p.

YOUNG, WILLIAM E. AND HEYL, HELEN H.—*An Approach to a Social Studies Program in the Elementary Schools*. Albany, New York: University of the State of New York Press. 1939. 28 p. Paper covers.

SCHOOL BOOKS

FOLLETT PICTURE STORIES—Chicago, Illinois: Follett Publishing Company, 1257 South Wabash. 1939. 64 p., each. Flexo, 15 cents each, postpaid. Class order price, 12 cents plus postage. Cello-Buck, 60 cents each, postpaid.

Billy Berk: The Story of a Berkshire Pig.

By John Y. Beatty.

Old Abe: The Story of a Lincoln Sheep.

By John Y. Beatty.

Ring: The Story of a St. Bernard Dog.

By Nena Wilson.

Shensho: The Story of a Moose. By Wallace Kirkland.

TANNER, MAUDE M.—*Billy Forget-Me-Not*. Chicago, Illinois: Follett Publishing Company. 1939. 55 p. \$1.00.

YALE, JONATHAN—*Story Pictures of Clothing and Shelter*. Chicago, Illinois: Beckley-Cardy Company. 1939. 277 p. 92 cents.